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## ABSTRACT

This study's aim is to identify and examine the present and potential uses and effects of the Continuing Education Unit (CEU) within five groups which had previously expressed interest in the CEU. Reviewed were the medical and engineering professions, labor unions, business and industry, and governmental agencies. Common applications and present and potential effects of the CEU were examined in relation to assuming new responsibilities and curriculum building for new objectives as well as impact on membership and organizational functions, structure, and objectives. As user groups become more involved in the total educational process, systematic approaches are emerging to provide new structure. Efforts toward implementation reveal these questions: (1) what is an "organized continuing education experience," (2) how is "responsible sponsorship" determined, (3) how are qualitative parameters insured, and (4) how can criteria be developed for both local and national groups. A five-page bibliography and 72-page appendix including the National Task Force Interim Statement, correspondence, forms, documents from various professional organizations are offered.  
(MW)

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A STUDY OF THE USES AND EFFECTS OF THE CONTINUING  
EDUCATION UNIT WITHIN SELECTED USER GROUPS

by

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M.Ed. The University of Georgia, 1961

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Special recognition is offered to those organizations who have pioneered the use of the CEU. Their trial-and-error efforts which they have chosen to share with others will ease the way for the vast number of potential CEU user groups.

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## CHAPTER 1

### INTRODUCTION

#### STATEMENT OF THE PROBLEM

The purpose of this study is to identify and examine the present and potential uses and effects of the continuing education unit within selected continuing education user groups. Specifically, this study will:

1. identify patterns of use of continuing education among selected user groups
2. examine the common applications of the continuing education unit among selected user groups
3. examine the present and potential effects of the continuing education unit on selected user groups in relation to:
  - a. assuming new responsibilities
  - b. curriculum building for organizational objectives
  - c. impact on membership
  - d. impact on organizational functions
  - e. impact on organizational structure
  - f. impact on organizational objectives

## SIGNIFICANCE OF THE PROBLEM

In 1968, a National Planning Conference was held in Washington, D. C., by a group of organizations concerned with the lack of standardization for measuring noncredit continuing education programs. These groups represented a broad cross-section of sponsors and user groups of continuing education, as well as research organizations. A consensus was reached among the conferees concerning the need for a nationally recognized standard unit of measure which should be determined and defined by both producers and user groups of continuing education programs.

A task force was appointed and charged with the responsibility for determining a unit of measurement. In 1970, the Task Force issued an Interim Statement (see Exhibit A in Appendix) which designated this unit of measurement as the "continuing education unit." One continuing education unit (hereafter referred to as CEU) was defined as: "Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."

(31)

This simple modular unit is easily determined for all learning formats, since it resembles the system of academic credit used by higher education in terms of quantifying hours spent in an educational activity. The CEU differs significantly from the academic credit system because

CEU's represent primarily hours of participation without particular measure of the quality of the program or the amount of learning which transpires.

User groups have the responsibility of determining whether such programs meet the objectives of the user group. Each user group must decide either to accept or reject the value of specific continuing education programs in which its constituents participate for recognition purposes. This unique approach to user group decision-making calls for new roles and responsibilities by both sponsors and consumers of continuing education programs.

The utility of the CEU is found in its adaptability to the wide variety of program methods and techniques now found in continuing education, such as conferences, institutes, workshops, short courses, special training programs and independent study. CEU's will be issued by all sources of continuing education sponsorship, including higher education institutions, in-plant training programs of business and industry, the newly emerging learning industry, proprietary schools, home study operations, the private education industry as conducted by consultants, and a variety of other sources. Sponsors who award CEU's accept the responsibility of maintaining permanent records of individual participation. Such records will provide user groups with substantiating evidence of continuing

education experiences as well as provide sponsors with a basis for better managerial and planning information.

The variety of continuing education programs produced by both public and private sources has generally provided continuing education participants and user groups with readily accessible solutions to short-term educational and training needs. Consequently, little continuity, standardization, or long-range planning has resulted as participants have continued to shop from a vast array of programs. Such characteristics are not desirable in an era of accountability in which resource allocation of finances and manpower are of great importance.

Individual participants have benefited from the wide variety of readily available educational opportunities on the one hand, while on the other, the subsequent recognition of such activities and their worth in the marketplace is often lacking. Permanent, cumulative, and transferable records of individual participation are often nonexistent. A variety of reward and point systems have developed to offset apparent weaknesses of continuing education as traditionally conducted. However, these systems generally have little or no meaning outside their own region or specific group. Such an array of programs, combined with nonexistent or nonstandard record systems, have continually hampered the research efforts of national



groups to summarize and analyze the nation's continuing education efforts.

Sponsors who decide to utilize CEU's for their participants may find their major task to be the implementation of a permanent records' system. Meanwhile, user groups who plan to utilize the CEU will find a variety of new and differing responsibilities created within their own organizations. Criteria must be established by each group to insure the quality and time rate of completion of programs by its constituents for purposes of conferring meaningful recognition. Such criteria will serve to limit recognition by these user groups to specific programs that meet the group's objectives.

Cooperative program planning between sponsors and user groups will likely emerge as one standard aspect to insure the acceptability of CEU's by user groups. Such joint efforts will no doubt sharpen the focus of programs to more specific target populations and promote quality in the knowledge transfer. Added emphasis on curriculum building to meet organizational objectives will probably result as user groups examine the educational programs available for this purpose. The resulting increase in dialogue between producer and user groups should be conducive to better quality programs and the establishment of producer integrity in the eyes of the user group.

As user groups contemplate the adoption of the CEU in light of their own organizational objectives, many varying interpretations may ensue. The limited information available on the CEU and particularly the absence of national guidelines not only has slowed the pace of adoption, but also has fostered divergent interpretations and uses of the CEU's intended purpose. As the multitude of potential user groups explore its rationale and application, certain common elements are to be found in the CEU's simplicity and utility. Groups will discover that their new roles and responsibilities are quite common among a vast array of divergent organizations. The use of this new measurement tool will be similar among business and industrial groups, medical professions, governmental agencies, labor unions, engineering professions, and others. Communication must be established among these divergent groups and organizations to prevent considerable duplication of efforts and additional variations of interpretations.

It is the purpose of this study to facilitate increased dialogue by identifying the areas of common interests among selected user groups; to examine the common applications of the CEU by these groups; and to examine the effects of the CEU on these groups, specifically as they relate to new responsibilities, participation

in program planning, influence on membership, and impact on organizational functions, structure, and objectives.

It is envisioned that this study will encourage additional dialogue among potential users and sponsors. Hopefully, it will fill a void in the limited amount of literature now available and provide a voice for user groups to the National Task Force as it moves toward national guidelines. The results will perhaps foster a greater understanding of the potential of the CEU as well as foster national adoption.

#### REVIEW OF LITERATURE

The literature that deals specifically with the CEU is limited due to the newness of the effort to develop the concept. However, the concepts of credit and non-credit for participation in educational activities appear to be historically and conceptually related to this contemporary development. Thus, the review of literature contains the following subdivisions:

1. the emergence of the knowledge worker
2. approaches and philosophy of credit or recognition
3. contemporary factors leading to the CEU
4. the CEU literature

## The Emergence of the Knowledge Worker

Workers in late adulthood have witnessed during their lifetime a multitude of events that have affected their life style to an extent unparalleled in history. Moving from an economic depression in the 1930's to unprecedented heights of economic prosperity in the 1970's, the average citizen has come to realize that the individual adult has little control over much of his destiny. Whyte views this transition as the replacement of the Protestant Ethic by the Social Ethic. Whereas the Protestant Ethic is defined as the "pursuit of individual salvation through hard work, thrift, and competitive struggle," the Social Ethic says that "man exists as a unit of society and that only as he collaborates with others does he become worthwhile." (49:7-8)

The transition from an agriculturally-based economy to an industrially-based economy not only relocated masses to urban areas, but also resulted in a changed labor force. Job specialists developed as employees were assigned specific tasks. Hard core unemployment became a reality for the first time. Technological and organizational developments created new and differing demands on workers. As production techniques became more efficient, working hours were shortened and the productive work force leveled off, with shifting importance to the related

aspects of production such as marketing, accounting, management, and planning. Drucker describes this shift as the advent of the ". . . knowledge worker, the man or woman who applies to productive work ideas, concepts, and information rather than manual skill or brawn."

In 1900, the largest single group, indeed still the majority, of the American people, were rural and made a living on the farm. By 1940, the largest single group, by far, were industrial workers, especially semiskilled (in fact, essentially unskilled) machine operators. By 1960, the largest single group were what the census called "professional, managerial, and technical people," that is, knowledge workers. By 1975, or, at the latest 1980, this group will embrace the majority of Americans at work in the civilian labor force. (10:264)

Drucker contends that the greatly increased working lifespan of man has led to this emergence of knowledge work, in lieu of the generally held belief that knowledge work has emerged as a result of the complexity of jobs. Consequently, he contends, jobs have been upgraded, creating a rise in the educational level required for entrance into the labor force. (10:278-279) This elevation of the educational level of the labor force has fostered a larger worker enrollment in continuing education programs as workers have sought means to insure their productivity and employment. Such increasing participation supports the axiom that generally the more education an individual has, the more education he will seek.

Continuing educators assume that education and life are integrated by the structuring of educational programs

based on an individual's experience and knowledge. Often this knowledge and experience have been achieved in other than formally structured paths. Although the abilities and performance of the individual may be on, or above, par with the individual who has come the formally structured route, he lacks the academic measurements and plaudits of the formalized route. This lack of academic credentials often impedes the capable worker in his effort for recognition and advancement.

Availability, accessibility, and timing of continuing education programs are frequently prohibitive factors denying the worker an opportunity to broaden his knowledge. Similarly, job, organizational, and societal pressures place undue stress on an individual who must function in many roles as an adult. The emergence of a variety of continuing education programming methods and techniques is gradually eliminating many of these prohibitive factors. Such methods and techniques include short courses, workshops, in-plant training programs, mass media, home study, and others.

#### Approaches and Philosophy of Credit or Recognition

Quantitative measures for educational programs have emerged to provide stability and uniformity to a variety of educational efforts. The arrival of the Carnegie Unit to standardize secondary school curricula in the 1890's



established the unit as ". . . a year's work in a subject for four periods a week." (20:20) In 1909, the influence of the Carnegie Foundation for the Advancement of Teaching changed the unit to a year's work in a subject for five periods a week. One of the unit's critics, Abraham Flexner, described the unit, ". . . with every item as a separate scrap . . . a patchwork, suggesting in its method of composition, a political platform rather than a national education program." (11:658) In spite of its critics, Tompkins and Gaumnitz noted, "The evidence presented seems to indicate that the development of the Carnegie Unit served to create order in the American system of secondary and higher education." (44:31)

Colleges eventually began to parallel the secondary school unit as they, too, searched for a standard unit of measure. The "credit hour," generally defined as the number of hours a class meets per week, was widely adopted. As defined in Student Personnel Terms in Higher Education, "A credit is the quantitative measure assigned to a course generally stated in semester hours or quarter hours," as well as the ". . . recognition awarded for the successful completion of course work." (29:14-15)

Arguments have been heard regarding the lack of flexibility with both the Carnegie Unit and the credit hour system. The foremost argument appears to be the contention that such units of measure have become "ends" within

themselves. Several school systems now use point systems in conjunction with the Carnegie Unit, allowing five, 10, or even 20 points to equal one unit. (23:135-139) The University of Massachusetts, School of Education recently introduced a modular credit system in which a module is a partial credit; 15 modules equal one semester hour. Modules may be obtained in a variety of assignments and experiences, with such flexibility allowing infinite possibilities. (20:28)

A number of higher education institutions have developed special degree programs which deviate considerably from normal degree credits. Such programs are usually offered for adult students with the rationale that adult students are unique learners. Knowles (24:39) suggests that with maturity the adult learner becomes unique in the following ways: (1) his self-concept moves toward being more self-directed, (2) his life experiences provide a differing orientation to learning, (3) he maintains a readiness to learn based on his social roles, and (4) he is problem-centered with an immediacy of application girding his thinking.

One example of a special program for adults is the Brooklyn College Experimental Degree Project, begun in 1954. This project enabled a select group of adults to achieve a baccalaureate degree on the basis of ability and demonstrated achievement, outside the normal credit



hour system. Students were allowed to demonstrate achievement through class work, independent study, tutorials, seminars, examinations, and essays. Once the student has demonstrated to a special committee that he had achieved a liberal education, he was awarded a bachelor's degree. This program subsequently moved from the experimental state and is now an integral part of the Brooklyn College program. (26:51-52)

The Bachelor of Liberal Studies Degree offered by the University of Oklahoma is another program designed especially for adults. Ordinary class schedules, rigid course selections, and resident requirements, major barriers to adult education, are eliminated. Adult students are awarded credit, but not credit hours, toward the BLS degree.

Educational efforts outside formal academic institutions have existed primarily to meet specific needs, such as vocational, recreational, or homemaking. Short courses, conferences, institutes, workshops, seminars, and correspondence study have been some of the primary means of satisfying adult needs. "The forms of instruction have had no uniform duration, timing, or unit of measurement, nor have they always been sharply targeted to the population." (19:1)

One of the early programs for adults was the Chautauqua movement, begun in the 1870's as a summer

program to train church school teachers. The Chautauqua Literary and Scientific Circle, an outgrowth of the original Chautauqua movement, was created in 1878 as basically a correspondence school. Its inventor and prime mover, Vincent, described the school as "... a school at home, a school after school, and a 'college' for one's own house." Students who completed the necessary assignments were rewarded with "... seals and diplomas and the kudos of honorific attention." (16:173)

Another adult education program which offers fulfillment instead of degrees is the U. S. Department of Agriculture Graduate School, established in 1921. Originally established to provide continuing education for USDA employees, its popularity necessitated the opening of doors to anyone who desired to continue his education. Operating under a philosophy of allowing each student to advance up the educational ladder as far as he desires regardless of his objectives, the school provides exciting and useful courses. While offering no degrees, it awards certificates to students who complete certain curricula. (42:117)

#### Contemporary Factors Leading to the CEU

The emergence on the educational horizon of non-traditional programs has been precipitated by rapidly changing social conditions. Since academia has failed to

respond to the varied needs of society, a parallel educational force has emerged which now challenges the traditional system. Gould summarizes the patterns that have led to the development of nontraditional forms of education.

- (1) A democratic philosophy of full educational opportunity for each individual, regardless of age, previous formal education, or circumstances of life that will add to and develop his potential as a person.
- (2) Certain immutable truths about the learning process are suddenly being questioned seriously. Nontraditional studies eliminate the present rigidities in learning and provide a new flexibility in terms of elements of structure, method, content and procedures.
- (3) The emergence of a parallel educational system by business and industry, labor unions, cultural, governmental, and social agencies, military commands, proprietary schools, correspondence institutes, and others.
- (4) The responsibilities of the individual, whereby each student searches for the kind of education suitable and necessary for himself, and having decided on his educational goal and course of action, documents his motivation by satisfactory progress toward his goal. (15:3-8)

The ability to measure educational activities of a nontraditional nature pose meaningful problems both within and outside of academia. Grose aptly summarizes the dilemma of academia: "Our present transcript symbols are losing their standard meanings for those whose learning is recorded, for those who keep the records, and for those who later use the records." (20:30)

Only during recent years have educators outside of academia begun to wrestle with the lack of standard measures. The vast array of program delivery systems has been primarily concerned with its own specialized populations and internal interpretations of educational activities. Many user groups of continuing education programs, often national in scope, are beginning to question the multitude of interpretations for educational participation and competence in light of their own organizational objectives. Consequently, many groups have established their own criteria for measurement. Prior to the National Planning Conference in 1968, over 40 such movements had been identified with more in the planning stages. (18:34) Several of these efforts are as follows:

- Item 1: The American Institute of Chemists launched an experimental program some three years ago for accrediting the continuing technical competence of chemists practicing as consultants in the field.
- Item 2: Northeastern University has been assigning units of "professional units" to a large number of its engineering extension offerings.
- Item 3: Over a period of several years UCLA has assigned "professional units" to a large number of its engineering extension offerings.



- Item 4: The American Association of Collegiate Registrars and Admissions Officers has been working in recent years with other professional associations and with USOE to develop uniform definitions of student personnel in the field of higher education, including continuing professional and general adult education.
- Item 5: The American Society of Personnel Administrators is giving active consideration to a certification program of continuing education for its 40,000 members nationally.
- Item 6: In the 35th Annual Report of the Engineer's Council for the Professional Development, the Committee on the Recognition of Continuing Education Studies reported the need for a mechanism to evaluate and record continuing engineering studies as well as for the establishment of a system for the accumulation and recognition of credit at suitable intervals, on the basis of significant individual accomplishments.
- Item 7: The Architectural and Engineering Development Division of the Office of Civil Defense has certified several thousand architects and engineers nationally qualified to perform fallout shelter analyses based upon the completion of extension courses made available through major universities and engineering colleges.
- Item 8: The National Association of Power Engineers has participated with the University of Wisconsin over a period of years in a certificate program bearing upon the licensing of stationary engineers in many states. (19:3-5)

Many states are moving toward compulsory education for licensed professions. Twenty-three states require continuing education for relicensure of optometrists.

(32:3) Kansas and Florida initiated compulsory continuing education for pharmacy relicensure in 1967, and

now five states have such a requirement. (8:5) The Texas Real Estate Commission requires proof of 30 classroom hours of continuing education real estate courses in order for an applicant to renew his salesman's license, and 90 classroom hours before he can take the examination for his broker's license. (36:25) Georgia requires its tax assessors to obtain 40 hours of continuing education yearly to be certified to practice.

Perhaps the greatest impetus for a standard unit of measure has come from the U. S. Office of Education and other research organizations which are continually hindered by the inconsistency and inaccuracy of data on continuing education participation. (12:11) The only common unit now used is a participant head count, which allows the person participating in a one-hour program to be counted the same as a person in a 60-hour program. Reliable data would provide for better fiscal and manpower planning, program analysis, and other forms of managerial information.

### The CEU Literature

The most significant document to date regarding the CEU has been the Interim Statement, issued by the National Task Force in 1970. As cited earlier, this document provided minimal guidelines in defining the unit, its interpretations, applications and responsibilities.

Hopefully, this document would lay the foundation for national guidelines, but the guidelines have been unduly delayed as a result of the National Task Force's failure to be funded.

Perhaps the most significant move to date affecting producers of continuing education programs has been the revision of Standard Nine of the Southern Association of Colleges and Schools. Revised in December 1971, this standard requires over 560 accredited institutions of higher education in eleven southern states to utilize the CEU as a means of measuring each institution's continuing education activities. (3:361-362)

In March 1972, the University System of Georgia issued a report (48) providing specific CEU guidelines for each of the system's 27 institutions of higher education. This document was prepared in consultation with the Southern Association of Colleges and Schools and appears likely to serve as a model for specific guidelines to be developed by the Southern Association.

Approximately a dozen articles on the CEU have appeared in print. The writers perhaps contributing the best insights into this new measurement concept have been Glancy and Grogan, both members of the National Task Force. Glancy's writings (12:10-12, 13) have dealt primarily with the CEU as a 'tool' for adult educators and the use of the CEU for permanent records. Grogan

(18:29-35, 17) has focused on the rational, philosophical, and analytical aspects of the CEU.

The absence of national guidelines will hinder national adoption and recognition of the CEU and will likely foster the rise of a number of peripheral systems. The University of Wisconsin Extension's use of the "continuing education hour," gives recognition to students for both in-class study and outside assignments. (33) The Arizona State Nurses' Association has adopted the CEU not only as a measure of continuing education participation, but also as a recording device for a number of other activities, including membership in the organization. (5:4)

Grogan acknowledges the lack of a common forum for the multitude of program sponsors and users and calls for the development of the necessary "pull," comparable to the voluntary efforts already expended in developing the "push" for national adoption. (18:33)



## CHAPTER 2

### RESEARCH DESIGN AND METHODOLOGY

#### CONCEPTUAL FRAMEWORK

Efforts to propagate the CEU as a standard measure with uniform meaning have been somewhat limited and piecemeal. The issuance of the Interim Statement in 1970 by the National Task Force was to encourage pilot projects which eventually would provide input for national guidelines at a later date. The time lag between the Interim Statement and the proposed national guidelines would provide ample opportunity for a maturing process with user-group experimentation.

The diversity of user groups, combined with limited information, has fostered a variety of applications of the CEU. Such divergent uses are being adopted from group to group and appear to be gaining in popularity among groups and their individual members. Even though many plans of CEU adoption are still in the pilot stages, the same recurring abuses continue to appear. The absence of dialogue among user groups has tended to localize and restrict the acceptability of the CEU to small geographical regions. As individuals migrate from one region to another, questions of uniformity begin to arise.

Among these varied interpretations exist common interests that need to be visualized and understood. The goals and objectives of user groups should be examined, particularly as continuing education plays a major role in meeting those goals and objectives. Only when the proper role of the CEU is understood as a tool of continuing education within these diverse groups, will meaningful efforts toward uniform adoption be made.

The identification of current and potential user groups to gain first-hand information of CEU experiences is an essential step in isolating the unique problems, issues, and uses faced by user groups. Such information provides for improved dialogue and understanding among the vast array of sponsors and user groups.

A review of the correspondence files of several members of the National Task Force discloses considerable interest in the CEU by five major groups. Each of these groups was originally represented on the Task Force. (see Exhibit A in Appendix). These groups included:

1. the medical professions and allied health fields
2. engineering professions
3. labor unions
4. business and industry
5. governmental agencies

Institutions of higher education will no doubt play a major role in propagating the CEU with considerable

uniformity. 'Regional accrediting associations, led by the Southern Association of Colleges and Schools' adoption of the CEU in late 1971, possess the organizational framework in which reasonable uniformity can be expected.

The lack of a similar organizational framework for the majority of user groups outside of academia indicates a need for concentrating this study on groups in which education is not primarily the major objective. Casual relationships between such groups and academic institutions will be explored only as they contribute to the objectives of the user group.

#### DEFINITION OF TERMS

The following definitions are offered to assist the reader with a better understanding of the terminology used:

CEU - abbreviation for the continuing education unit

Continuing Education - educational activities designed primarily for adults who desire to update and broaden their previous learning experiences

Continuing Education Unit - a standard unit of measure for continuing education programs representing "ten contact hours of participation in an organized continuing educational experience under responsible sponsorship, capable direction, and qualified instruction"

Noncredit - continuing education programs for which  
academic credit is not awarded to participants

Participants - individuals who participate in continuing  
education programs

Sponsor - a group, organization, or agency which produces  
and conducts continuing education programs

User Groups - organizations or groups which utilize  
continuing education units as a measure of  
participation by their constituents in continuing  
education programs

#### LIMITATIONS OF THE STUDY

The contemporary status of the CEU and the utility it holds for the vast array of user groups no doubt pose certain limitations on this study. At this writing new user groups and applications of the CEU are constantly being identified. Guidelines and criteria disclosed both brief and elaborate plans, often leaving significant decisions to the judgment of individuals or committees. User groups are utilizing the CEU often without written criteria with which to evaluate programs.

State legislatures are constantly pressuring user groups to develop continuing education programs for purposes of relicensure. As user groups are forced into mandatory continuing education, the CEU is often overlooked as the unit of measure.

A preponderance of CEU use is present in one of the five major groups - the medical profession and allied health fields. Specifically, the nursing profession, through their state and local organizations, exhibits the greatest amount of CEU dialogue and use. Only limited use occurs within the other four major groups.

Perhaps the most significant contribution of this study will be to provide a perspective of the CEU at one point in time. The limited use of the CEU will no doubt extend the maturing process and allow potential user groups to approach continuing education and the CEU in a more rational manner.

#### DATA COLLECTION PROCEDURES

A review of the personal files of CEU materials and related correspondence of four members of the National Task Force was conducted, with all materials microfilmed for later reference. These members were selected because of their active involvement in writing and speaking about the CEU. Lists of individuals and organizations who had expressed an interest in the CEU to the Task Force were compiled and categorized into each of the five major organizational groups previously cited.

Both personal and form letters (see Exhibits B and C in Appendix) were sent to these individuals and organizations, requesting information on CEU adoption within

their organization. Requests for descriptive materials such as criteria, guidelines, or position papers were included. Comments and suggestions were also invited. Numerous additional user groups were identified by these initial contacts. Follow-up letters with specific questions were directed to those organizations who seemingly had made significant progress toward adopting and utilizing the CEU.

Personal interviews were conducted with representatives of current and potential user groups in Chicago, Phoenix, Reno, St. Louis, and Washington. Speaking engagements in Atlanta, Austin, Pinehurst, and Reno afforded opportunities to sample reactions from a variety of user groups in different sections of the country. Two meetings with the National Task Force furnished valuable insights. Telephone interviews were also utilized.

Additional means of data gathering included:

1. background writings, speeches, and concept papers calling for national attention to such a unit of measure
2. minutes of the National Planning Conference and subsequent Task Force meetings
3. research proposals submitted by the National Task Force to develop national guidelines
4. articles appearing in various trade and professional journals

5. reports from academic institutions of their efforts in working with specific user groups
6. books on continuing education as related to specific groups

## CHAPTER 3

### PRESENTATION OF FINDINGS

The findings of this study constitute a small portion of the total number of potential CEU users, as well as considerable variations in the amount of CEU experiences. Users of the CEU are usually heavily involved in continuing education and are being pressured into developing a more systematic approach to their continuing education efforts. Several of these early efforts are termed as "pilot projects" by the users, based on a rationale that only through trial and error can a meaningful program of CEU use be developed.

Potential user groups with definite plans of CEU implementation are also included in this study. Many potential users are spending considerable time and effort in developing plans in which the experiences of other users are being studied. Some groups are copying verbatim the plans of other groups.

### EXISTING PATTERNS OF CONTINUING EDUCATION BY USER GROUPS

A review of current continuing education programs within the five major groups has been conducted to provide



an understanding of existing relationships and patterns of continuing education use. These insights provide a conceptual base with which the CEU's use and effects can be more readily understood and analyzed.

### The Medical Professions and Allied Health Fields

Continuing education for the medical professions and allied health fields is extremely active. Activity in these related fields is encouraged by several factors such as certification programs, relicensing requirements, the provision of federally funded regional medical programs and educational methods and techniques. As a result of these influences many professional associations, hospitals, health agencies and higher education institutions have assigned professionals to coordinate their continuing education programs. These professionals are frequently assisted by continuing education committees in assessing needs and developing programs.

Discussions of mandatory and/or voluntary continuing education are influenced by the interest in certificate programs and licensing requirements. State laws now require nurses in California and pharmacists in Kansas, Florida, California, Pennsylvania, and Ohio to participate in specific amounts of continuing education for relicensing. Methods to measure and validate participation in the wide variety of programs are receiving considerable attention.

These developments appear to have stimulated new or renewed interest in program design and instructional methods and techniques. Multiple program methods are being utilized by professional schools of colleges and universities and professional associations, to provide the bulk of continuing education programs. Conferences, short courses, and workshops are the most prevalent program methods, with considerable usage made of audiovisual materials. Educational television, telephone networks, circuit riders, professional journals, reference libraries, and increasingly, independent or self-directed study are additional, and often innovative, methods in use.

#### Engineering Professions

Continuing education programs for engineers are widely available through colleges and universities, professional societies, trade associations, private consultants, companies, and governmental agencies that employ engineers. Higher education institutions provide the bulk of engineering continuing education programs. One recent national estimate of higher education's efforts reveals over 1,000 programs with 15,000 participants annually. A 1967 estimate, including all continuing education programs for engineers, predicted 2,000 different programs for over 30,000 participants. Future projections,

based on the same rate of growth, predicted 6,000 programs with 80,000 participants. (40:21)

Short courses, conferences, institutes, and workshops are the most prevalent continuing education methods. Several unique instructional techniques employing technological advances, such as educational television with two-way audio, electronic blackboards, and computer-assisted instruction are being used.

The location of many engineers in remote geographical areas creates problems of accessibility to continuing education programs. Because of the location of most engineering schools and profit-minded consulting firms or specialists in urban areas, a sizeable segment of the engineering profession is not being served. In addition, the broad range of engineering curricula, estimated to cover 25 different areas of engineering, present problems of program design. (45:95)

The engineering professions, which often require a high degree of specialization, coupled with rapid technological advances, demand that most engineers practice continuing education constantly. Whether continuing education is obtained through journal readings or formal courses, the engineering professions realize its necessity and importance.

## Labor Unions

Labor education is designed to meet workers' educational needs as they relate to union participation. Most labor education is conducted by unions and university labor education centers. Fragmented educational efforts exist in the absence of a national comprehensive system, with each union and university center determining its own programs and priorities.

The greatest amount of labor continuing education is conducted by national unions, with about 40 of more than 180 national unions in the United States reporting some educational activities in a 1968 study. (41:4) One to three-day conferences are the most common educational activities, covering such topics as political and social issues, and specific union tasks.

Local union continuing education efforts generally consist of evening classes related to specific union problems. Growing emphasis is being placed on long-term training programs comprised of a series of short courses.

Approximately 34 university labor education centers have been established. (47) These centers conduct training conferences for national union officers, serve as a major resource for community-based labor education, and provide resident training for full-time union staff members and local unionists. Programs generally include

additional subjects beyond normal union duties, such as areas of social concerns.

Labor education is designed primarily for blue-collar workers in nonvocational subjects. Considering the large number of unionized workers, labor education is often considered a peripheral activity and regarded as unimportant in the total activities of the union.

### Business and Industry

Large scale educational programs are found in many businesses and industries, conducted either as an integral part of the organization, or by outside agencies. The impact of World War II initiated many training and educational programs to cope with manpower shortages and changing technology. The pressures to remain productive and competitive have forced business and industry to devote considerable efforts and financial resources to upgrade their employees through educational programs.

Job training, ranging from unskilled to skilled jobs, generally consists of on-the-job training, supplemented by off-the-job related instruction. Programs for the more highly skilled occupations usually consist of a larger share of academic and vocational subjects. Job training is often a continuing process, highly individualized, and designed to bring an employee to a certain functioning level.

Foreman and supervisory training is designed for employees who have generally mastered the technical know-how and are promoted into the first line of management. In-plant meetings, conferences, and special training courses are used to provide a knowledge of administrative activities and human relations. Much broader based programs are often offered to these employees on a continuing basis to prepare them for future promotions into higher levels of management.

Management development programs are conducted on several levels, both through in-plant programs and outside agencies. Such programs generally cover the same subjects as those for supervisory personnel, except in greater depth. Managers in these programs usually have considerable experience and education of varying degrees. Programs are designed to broaden the educational base of individual managers, with the objective of moving the manager from a specialist to a generalist, as he moves from the lower to higher levels of management.

Highly-specialized employees are heavily dependent on educational programs. The bulk of highly technical programs are usually conducted by colleges and universities and occasionally supplemented by in-plant programs.

Many companies encourage their employees at all levels to pursue educational programs with schools,

colleges, and universities. Tuition refund incentives are frequently utilized to encourage employees either to take job-related courses or to work toward degrees.

There has been a recent thrust by business and industrial education programs to train minority employees. Affirmative-action plans of many organizations call for highly individualized programs which utilize a host of educational methods.

Industrial job classifications are usually based on levels of competency rather than on years of education. Whereas entry-level jobs are normally defined with minimum educational requirements, subsequent levels of advancement are usually founded on performance. Job experience, supplemented by additional education, is commonly recognized by employees and employers alike as essential ingredients for advancement.

#### Governmental Agencies

The federal government has long had a commitment to provide educational programs for its employees. Practically every department and agency carries on some type of educational program. The magnitude of such efforts was noted by Mulligan in a speech at the National Planning Conference in 1968:

In 1967, 1,008,780 Federal Government employees attended formal classroom training programs of eight hours or more - - 80 percent with intra-agency, 5

percent interagency, and 15 percent were at non-governmental facilities. In addition to sponsoring (in cooperation with 70 local colleges and universities) 103 centers in 30 states, the District of Columbia and overseas, the Civil Service Commission conducted 348 sessions of 188 courses for 45,833 Federal employees for a total of 909,365 classroom hours of instruction. (28:1)

The Governmental Employees Training Act of 1958 and the Intergovernmental Personnel Act of 1970 provide for the development and implementation of educational programs for all levels of government. The 1970 act was designed to help state and local governments in improving the quality of their performance and to encourage cooperation among the three levels of government in achieving common goals. (46) Only recently have state and local governments moved seriously into training for their employees.

The patterns of educational programs within governmental agencies are similar to those of business and industry. Often the expertise and manpower for training functions is not available within the agency, and outside sources are utilized. One notable program is the Governmental Training Division of the Institute of Government, University of Georgia. This university-based effort offers a variety of continuing education programs for employees at many governmental levels, including game wardens, tax commissioners, tax appraisers, coroners, ordinaries, law enforcement personnel, legislators, administrators, mayors, training officers, clerical



personnel, judges, and many more. Assistance is also provided to agencies in establishing their own training programs.

The most extensive and comprehensive educational efforts within governmental agencies are to be found in the military branches. Programs range from basic adult education to post-graduate work for career officers. Highly sophisticated instructional techniques have been developed by the military to meet varying educational needs in short periods of time. Academic credit is granted for certain military programs by colleges and universities. The recent establishment of the Community College of the Air Force in Texas was an attempt to legitimize further military training in the eyes of academia and to integrate these military credits into meaningful and recognizable degree programs. (7)

As governmental agencies have moved into more functional organizational structures, utilizing modern management techniques, increased emphasis has been placed on continuing education. Personnel at all levels are often required continually to up-date themselves through education to remain productive.

## IDENTIFICATION OF CEU USER GROUPS

CEU user groups are basically of two types; those that have from one to two years of CEU experience, and those that are still in the planning stage.

Differentiation needs to be made between sponsors and user groups. Since many organizations serve both roles simultaneously, or may fluctuate from one role to another, this dichotomy is often difficult and proves troublesome in making certain generalizations.

### The Medical Professions and Allied Health Fields

The preponderance of CEU activity is found in the medical professions and allied health fields. Specifically, the nursing profession has led the way and is currently the leading user of all professions because state legislatures and licensing boards have applied pressure on the profession to remain competent through continuing education.

A survey of 51 state nursing associations (including the District of Columbia) reveals that 12 state associations have adopted the CEU, 30 indicated the CEU was under consideration, six indicated no plans to utilize the CEU, and three states did not respond. The twelve state associations that have adopted the CEU are Arizona, Colorado, Florida, Georgia, Iowa, Kansas, Kentucky, Massachusetts, Missouri, Montana, New Hampshire,

and North Dakota. Arizona, beginning in January, 1972, appears to be the first association to adopt the CEU. During their first year of operation, over 700 programs were approved from over 40 different sponsors. (6)

Two additional and notable efforts of adoption are by the Third District, Missouri Nurses' Association and The Association of Operating Room Nurses, Inc., with headquarters in Englewood, Colorado. The Third District, Missouri Nurses' Association adopted the CEU at approximately the same time as the Arizona State Nurses Association. During the first year of operation, the Third District approved 104 programs from 46 different sponsors. (See Exhibit D in Appendix)

During 1972, the American Nursing Association became concerned with the diversity of the various state plans and issued an Interim Statement on Continuing Education in Nursing (2) in an effort to define more clearly the intended use of the CEU and to foster uniform efforts. Of special concern were the various types of activities for which CEU's were being awarded such as membership, association activities, and the presentation of papers.

One notable effort of fostering a plan of uniformity on a regional level is being made by the Midwest Continuing Professional Education for Nurses Project. (See Exhibit E in Appendix) This federally funded nursing education project covers the eight states of Illinois, Iowa, Kansas,

Kentucky, Missouri, Nebraska, Oklahoma, and South Dakota. Approval for a uniform plan has been endorsed by the majority of state nursing associations, however, only limited approval has been granted by the state boards of nursing. (27)

The National Boards of Pharmacy issued in 1972 a model statute entitled, Uniform Professional Continuing Education Act. (8) This act was issued to serve as a model for states in developing mandatory continuing education requirements for pharmacists. The CEU was specified as the unit of measure with the number of CEU's to be required left to the states. At the time of issuing the model act, five states had mandatory continuing education requirements, each of which specified the standard unit as one contact hour. In addition, it was recommended that the National Association of Boards of Pharmacy, American Association of Colleges of Pharmacy, and the American Pharmaceutical Association establish a national accrediting agency for continuing pharmaceutical educational programs which would administer the CEU within the pharmacy profession. Only in a few isolated cases is the CEU being utilized with pharmacy programs. No definite plans of CEU adoption are found in the pharmacy profession, nor have any states adopted the model act.

A composite list of this writer's findings of CEU adoption within the medical profession and allied health

fields was presented in a special report to the National Task Force and may be found in the Appendix. (38: See Exhibit F in Appendix).

### Engineering Professions

The engineering profession was perhaps the first group to propose a standard unit of measure, such as the CEU, during the mid-1960's. (40:21) Though a variety of recognition or point systems are identified within the engineering professions, no evidence of user-group adoption of the CEU is found. A number of higher education institutions are awarding CEU's for engineering courses; however, these CEU's are being awarded to individual participants without regard to any plan of special recognition.

The American Society for Engineering Education, through its Continuing Engineering Studies Division, is providing considerable dialogue on the possible use of the CEU for the engineering professions. Through this dialogue a number of engineering schools have adopted the CEU.

### Labor Unions

One user-group adoption of the CEU is found in organized labor. Sponsored by the Associated General Building Contractors of South Jersey for the Laborers International Union, Local 222, the CEU is being utilized

as part of the Construction Industry Advancement Program. CEU-approved courses are offered by Rutgers University during the evenings for union members. Similar courses with academic credit may be taken at nearby Temple University and Spring Garden College, and converted to CEU's. Union members may also obtain CEU's by successfully completing approved correspondence courses. Through the accumulation of CEU's, members may obtain certificates for programs in Construction Office Leadership or Construction Field Leadership. (See Exhibit G in Appendix)

West Virginia University, a sponsor of CEU programs for labor through its Center for Appalachian Studies and Development, does not foresee a significant interest in CEU programs for union members, as stated by the Director, Division of Manpower and Labor Studies: "The employer is not ordinarily interested in occupational or monetary recognition of the employee who has completed a steward training, union administration or collective bargaining course and the recognition system within the labor movement is as much a reflection of political skills as it is of formal training." (9)

#### Business and Industry

A number of industrial organizations such as RCA, General Electric, Western Electric, Dupont, and Esso have previously expressed an interest in the CEU, however

only one, Union Carbide, is making substantial progress toward CEU adoption. One section of the company has been utilizing CEU-approved programs in conjunction with West Virginia University. Immediate plans call for the use of the CEU with a new series of management development programs being implemented company-wide with a consulting firm. The company has expressed an interest in having its entire training efforts approved and endorsed for CEU's by an institution of higher education within the Southern Association of Colleges and Schools. (21)

The Center for Professional Advancement, a private educational agency offering post-baccalaureate educational programs for technical personnel, awards CEU's. (See Exhibit H in Appendix) The McGraw-Hill Continuing Education Company, an umbrella organization for two home-study schools, National Radio Institute and Capitol Radio Engineering Institute, indicates plans to adopt the CEU shortly. (25)

Homemakers Home and Health Care Services, Inc., a subsidiary of the Upjohn Company, has expressed considerable interest in adopting the CEU and is attempting to develop a plan for its 30,000 employees. This organization is the nation's largest deliverer of home health care and institutional staff-relieving services. (22)

Natresources, a Chicago-based firm providing educational services, is developing a series of educational



programs for two professional associations which would be CEU-approved. One program is a self-guided-study program for the 16,000 member, American Association of Medical Assistants, which would lead to professional certification. The other program is being developed for the Nurses Association of the American College of Obstetricians and Gynecologists and consists of a series of post-graduate seminars to be held in conjunction with district and national meetings. Pre and post tests used in these programs will serve as the basis for a national certification exam planned for the future. (34)

#### Governmental Agencies

Considerable interest has been expressed in the CEU by the U. S. Civil Service Commission and the military branches, however no plans of implementation have been identified. A growing interest by the Veterans Administration is noted for possible extending veterans' benefits to CEU-approved programs.

#### GROUP USES OF THE CEU

A review of the uses of the CEU across the broad range of user groups reveals many similar applications. Variations are found in the educational parameters in which the CEU is being used, however the principles of use and desired outcomes are often identical. Because of

this similarity from group to group, only one general listing is included.

The CEU was found to be used in the following ways:

1. as a unit of measure for hours of participation in certain continuing education activities
2. as a unit of measure for the reporting, recording, accumulation, and updating of an individual's participation in certain continuing education activities
3. as a modular device to measure programs of varying length and applicable to a wide range of methodology of continuing education offerings
4. as a device to equate quantitatively academic credits with non-credit activities
5. as a standardizing device for the acquisition of meaningful statistical data on local, regional, and national levels
6. as part of an existing point or reward system already in use
7. as the basis of a records system to provide documentation of an individual's continuing education participation for possible subsequent recognition
8. as the basis for the establishment of uniform records, including uniform methods of recording

and reporting continuing education participation within a profession or organization.

9. as the basis for structuring programs of recognition for an individual's participation in continuing education activities
10. as the basis for the development of levels or standards within a profession or organization
11. as a device to insure that certain objectives are fulfilled in specific continuing education activities
12. as a device to insure that selected continuing education offerings meet certain standards of quality
13. as a device to insure the appropriateness of certain continuing education activities among a host of program producers
14. as a means of enhancing the transferability of an individual's continuing education participation from one time period to another, and from one geographical location to another
15. as a means of structuring sequential continuing education activities into meaningful education programs
16. as a device to enhance efforts of standardization of activities and methods of recognition within selected professions and organizations

17. as a means of providing documentation, accountability, and visibility to a profession or organization's efforts of continuous upgrading and improvement
18. as a managerial tool to analyze such items as:
  - a. types of programs
  - b. program levels and target populations
  - c. methods of program delivery
  - d. efforts of program sponsors
  - e. cost data
  - f. geographical dispersion of activities
  - g. time factors (availability, length, repetitiveness)
  - h. faculty or staff efforts
  - i. the attainment of objectives

Many of the managerial uses listed above were alluded to from time to time during interviews with user-group spokesmen; however, few uses have been made of CEU data. As experiences with the CEU grow and considerable data are accumulated, it is believed that such managerial uses will be recognized.

#### GUIDELINES AND STANDARDS

The Interim Statement issued by the National Task Force in 1970, provided the basic framework for the CEU. Included were the objectives of the CEU, a definition of

the CEU, determining factors for awarding CEU's, administrative requirements, and suggested applications.

Included in the administrative requirements were criteria and standards which should be met in offering CEU's to participants. A review of these three statements reveals a sponsor-oriented thrust with little guidance provided for user groups. These statements are as follows:

1. The program director should request and receive the approval of the appropriate administrative officer in his institution to award a specified number of c. e. units for a program prior to the time it is offered.
2. Upon completion of the learning experience, the program director should certify that the program has been completed in a satisfactory manner by each individual for whom units are approved, and report the appropriate information for each participant earning the same to be placed on record with the sponsoring institution or organization.
3. By virtue of awarding c. e. units, the sponsoring institution or organization also accepts responsibility for establishing and maintaining a permanent record of all such units awarded. Records are to be available on a permanent basis, whether by individual or by continuing education activity, and such records may be expected to be queried from time to time by the so-called "user sector" of continuing education. The information to be recorded includes: (31 and see Exhibit A in Appendix for the eight items of required information and suggested optional information).

The framework of the Interim Statement is sufficiently broad to be acceptable by a wide range of groups and sponsors. Likewise, it is quite specific in delegating certain responsibilities. Sponsors and users

alike have found that many additional decisions have to be made in adopting the CEU to their specific organizations. Seemingly, most of these decisions have related to operational procedures, rather than to defining specific criteria.

### The Development and Use of Criteria

The establishment of realistic criteria has proven to be the most difficult task faced by user groups. Numerous variables found in continuing education, as well as in each organization, are presenting problems in developing functional and meaningful criteria. Some organizations spell out specific criteria in writing, while others vest in a committee of specialists the power to make judgmental decisions.

Special committees are usually appointed to develop guidelines and criteria. Often these committees make numerous decisions beyond the development of CEU criteria, such as whether continuing education should be voluntary or mandatory, how many CEU's should be required, what methods of recognition should be employed, and others. Final approval of committee recommendations is usually required by the total membership or by a representative body of the membership.

Most of the criteria found are quite liberally interpreted. Since most adoptions of the CEU are

localized, user groups often feel that a liberal interpretation will not destroy the network of existing programs. In cases where the accumulation of a specific number of CEU's is required for recognition, liberal criteria enhance the acceptability of the CEU by the group's members.

There is no uniformity of criteria throughout the country. Notable efforts within the nursing profession are being made by the American Nurses Association on the national level and by the Midwest Continuing Professional Education for Nurses Project on a regional level; however, both groups lack sufficient power to make uniform criteria mandatory.

Business and industry, labor unions, the engineering professions, and others lack the organizational framework found within the nursing profession. Consequently, such organizations may choose to concentrate on localized CEU plans until some meaningful national framework can be established.

### Qualifying Activities

Varied interpretations exist for the term, organized continuing education experience, as noted in the definition of the CEU. Three questions were included in the Interim Statement, all of which must be answered in the affirmative



before consideration should be given to awarding units.

These questions are as follows:

1. Does the program meet the requirements of being an "organized continuing education experience"?
2. Does the program have qualified instruction and direction to assure that the educational objectives will be fulfilled?
3. Will a record of the units awarded be of value to the participants? (31)

Evidence of CEU's being awarded for the following activities is found: (see Exhibits I, J, K, L, M, and N in Appendix)

1. participation in non-credit continuing education programs (workshops, seminars, conferences, certified training programs, institutes, and independent study)
2. presentations at meetings, workshops, and conferences
3. publication of scholarly articles and books
4. participation in academic credit courses or auditing credit courses
5. memberships in local, regional, and national professional associations
6. attendance at state and national professional conventions

7. holding elective office and/or actively participating on a district, state, or national professional committee
8. assignment as a representative to a community activity
9. self-directed study (group study, programmed instruction, journal club, and journal readings)
10. work experience (both full and part-time)

Many of these CEU activities are grouped into categories with maximum limitations on the number of CEU's one might utilize from each category for purposes of recognition. The determination of the number of CEU's for certain types of activities such as membership, publication of articles and books, and committee assignments often bears little resemblance to the ten-to-one ratio established between contact hours and CEU. In one instance, work experience of 500 hours constitutes one CEU. Similar problems are noted in equating independent study-type activities such as correspondence courses, journal readings, and self-guided study.

#### Certification of Experiences

The question of whether "participation" should mean "successful participation" in the CEU definition is often debated. Most groups have agreed that some form of evaluation should be utilized if the CEU is to have meaning.

Principles of adult education usually discourage the use of tests with adults. Standards of attendance, program and instructor evaluations, and the instructor's subjective assessment of student performance are the most frequent methods of evaluation used to certify successful participation. Participant examinations are rarely used. Few program sponsors utilize grade designations, preferring instead to certify that individuals have obtained a minimum level of performance.

The greatest objections to the CEU are its seeming inability to insure that the transfer of knowledge has taken place. Employers feel this objection most strongly, whereas groups which utilize the CEU for purposes of relicensing, certification, or membership are generally content with accepting the criteria of attendance to signify successful participation. Some organizations permit its members to receive CEU's for programs that have not been approved in advance by the user group. To those submitting a special request form along with certain program materials, CEU's are often granted. In one instance, the privilege of receiving CEU's was granted retroactive for one year, prior to the adoption of the CEU by the user group.

## Record Keeping

The Interim Statement assigned the responsibility of establishing and maintaining permanent records of all such units awarded to the sponsoring institution or organization. The Interim Statement further stated, "Records are to be available on a permanent basis for purposes of being responsive to occasional requests from concerned parties or organizations. . ." (31)

Record systems ranging from low levels of sophistication, in which individual participants have maintained their own records, to sophisticated computerized systems are found. The most prevalent method by both producer and consumer groups appears to be a manual system of posting. Such systems are quite inexpensive to establish, easily modified, and often developed in conjunction with existing membership record systems. The time consumer by clerical staffs for the posting of records has been of some concern to administrators, especially as the volume of records increased.

The first level of record keeping is with the individual himself. Some agencies are vesting full responsibility with the individual to maintain his own records and to present them to the association at certain times for recognition. Individual record-maintenance allows the individual certain freedoms not otherwise

available in an institutional-based system. He may decide to submit his record as part of a new job application or job transfer without the knowledge of his present employer or peers. Likewise, if his job changes with a somewhat different orientation, the individual might prefer to be selective about which courses he acknowledges to his new employer for evaluation. In addition, the turn-around time required to produce a record of an individual's participation is often lessened when the individual can readily produce such evidence.

The volume of programs and participants often dictates the degree of sophistication a user group acquires to maintain records. Initial efforts usually consists of more or less "stop-gap" types of systems with very little capital outlay. As interest and participation in CEU programs increases, the development of more sophisticated systems is often discussed. Consortiums and regional and national data banks are mentioned as ultimate solutions. As national organizations adopt the CEU with uniform plans and criteria, one central depository for the organization appears to be the choice. This system allows the organization additional quality control over the use and awarding of the CEU.

It was noted that considerable effort is being applied to the input of records, with very little output, or transcript requests, being handled. No doubt this

pattern will equalize itself as meaningful programs are built upon CEU's. Several higher education institutions also support this finding.

Records are generally maintained free of charge for participants; however, a fee is always charged for transcripts. Some user groups maintain their members' records free of charge while charging non-members' fees, ranging from \$7.50 per input to \$10.00 per CEU. Apparently, such charges to non-members were designed more to increase the membership of the organization than to provide a service.

## CHAPTER 4

### EFFECTS ON USER GROUPS

The significance of the evolution of continuing education which gave birth to the CEU is frequently overlooked. The impact of the CEU in providing order and structure often dominates a full understanding of this evolution. Consequently, the effects of the CEU are credited with creating part of this evolution, rather than resulting from it. A review of the effects of the CEU must be conducted within the order and structure of user groups. The extent of such effects will depend on the existing continuing education structure and commitment to utilize effectively the CEU.

### ASSUMING NEW RESPONSIBILITIES

Adoption of the CEU entails a commitment to certain responsibilities. Grogan differentiated between the responsibilities of sponsors and user groups as he noted,

The sponsor concerns himself mainly with the content and manner of presentation of the learning experience. The user groups concern themselves with the manner in which a particular offering serves the continuing education needs of their respective constituencies. (30)



### Analysis of Objectives

Considerations of adopting the CEU often begin with a review of what role continuing education serves in meeting the objectives of the user group. Such roles will vary from a periphery-type activity with low priority to an integrated-type activity with high priority. These existing roles will likely determine in direct proportion the interest, attention, and commitment made to the CEU.

One of the first groups to adopt the CEU, the Arizona State Nurses Association, has a rather high commitment to continuing education. The magnitude of its commitment can be quantitatively measured by the 700 programs approved by the 2200 member association during its first year of CEU operation. A further examination of this commitment is found in the association's stated purpose:

The Arizona State Nurses Association is the professional organization of Registered Nurses united to improve the standards of health care and nursing practice, to advance the professional, educational, and general welfare of nurses to the end that all people, regardless of race, color, sex, or creed, may have better nursing care. (43)

By virtue of its desire to provide better nursing care, the role served by the association affects a larger segment of society than does the association alone. The association's efforts, therefore, are judged by employers, boards or other regulatory agencies, legislators, and peer groups. Because of this external framework, the

association must view its objectives and commitment in broader terms.

Sponsors will experience a minimal amount of additional duties as a result of adopting the CEU. To become a recognized sponsor of continuing education requires:

1. Some form of license, charter or authority to offer continuing education programs.
2. A substantial degree of subject matter expertise.
3. A commitment to establish and maintain a readily accessible individual record concerning the award of the CEU. (18:32)

Organizations which only occasionally serve in a sponsorship role may find the additional responsibilities of planning and record-keeping too demanding. Thus new opportunities for joint-sponsorship with other groups, such as higher education institutions, may arise.

### Planning Role

Program sponsors cannot expect to stay abreast of the changing needs of the different groups they serve. Such determinations can only be made through dialogue with user groups and individuals. User groups play a key role not only in the determination of needs and program design, but also in the assurance that qualitative standards are established and maintained.

Grogan foresees sponsors assisting user groups in establishing qualitative parameters, such as:

1. appropriate content, level and formats of instruction for the particular group
2. evaluation methods applicable to individual performance, whether in terms of improved skill or proficiency in the field or in terms of evidence of changed behavior
3. meaningful rates of accumulation and total number of CEU to be acquired over a stated period of time (18:33)

The significance of the planning process has not been well understood by the majority of user groups. Most guidelines require the sponsor to submit the completed program to the user group prior to conducting the program for approval. Occasionally, guidelines permit such approval after the program has been conducted.

The time elements involved in planning with program sponsors may have a major bearing on the importance placed on the planning process. The Continuing Education Approval Committee of the Arizona State Nurses Association spent approximately four hours per month during their first year of CEU operation approving over 700 programs. (14) As more long-range programs are developed, more planning experience obtained, and dialogue improved between sponsors and user groups, the planning process should become more refined and less time-consuming.

### Relationships

The CEU as conceived by the National Task Force would permit user groups to shop from a vast array of recognizable and acceptable sponsors, as part of, or outside of, academic institutions. Whenever a program meets the needs of the user group, recognition is afforded the participants who successfully complete the program. An additional advantage of multiple sponsorship is the convenience provided participants who often are confronted with problems of accessibility and availability to continuing education programs. Other conveniences are provided by the variety of methodology used in continuing education.

As new and improved lines of communication develop between sponsors and user groups, the latter will become more influential with sponsors in determining program trusts and operational parameters. Since the CEU concept is founded on the premise that recognition is vested with the user group, in contrast to academic degree programs, user influence will likely increase in all relational aspects as more meaningful programs of recognition are constructed.

Sponsors must also view their role as contributing to an individual's continuing education among a host of other sponsors, rather than being the sole source of it.

This concept makes it possible for all other potential sources of sponsorship to play a legitimate role in the individual's progress and attainment in the name of continuing education. (30)

New interdisciplinary relationships are emerging, both as a result of better planning and increased participation by other groups. Nursing groups in Arizona and Missouri have witnessed a larger number of doctors, pharmacists, and other health professionals participating in programs designed for nurses. The development of community health approaches through multi-disciplinary agencies has likely influenced these findings.

Efforts to achieve a uniformity of programs by user groups, particularly on a national level, will require sponsors with new and differing capabilities, qualified to handle program logistics over a large geographical region. Consortiums of sponsors as well as consulting firms will likely be used to handle such tasks.

### Quality Control

Because the CEU utilizes a program-approval approach in lieu of the accreditation of the sponsor, a constant level of quality control may be exercised over sponsor offerings. CEU programs are designed to meet specific objectives and are easily capable of being updated to serve changing needs. The inability of a sponsor to meet

changing needs may consequently result in the loss of CEU recognition by user groups.

Sponsor integrity will be subject to continuous monitoring and frequent evaluations. Some sponsors will conduct certain programs better than others. By employing a host of program sponsors, user groups may readily select the best programs available.

The use of evaluation techniques to insure the transfer of knowledge and skills as specified in the program objectives, places additional burdens on the sponsor. Methods of validating successful participation must be clearly defined in advance to both the participants and the user group and exercised in an objective manner. The reliability of such evaluation techniques will probably reflect upon the sponsor-user group relationship.

Additional controls are vested with user groups as they execute their proper role in program planning. The user group is afforded the opportunity to make significant decisions in conjunction with the sponsor regarding all quantitative and qualitative aspects of the program during its design phase. Standards of expectations are resolved for both the sponsors and users. This important step which defines qualitative parameters is probably the least understood and yet the most critical aspect of CEU programs.

## CURRICULUM BUILDING FOR ORGANIZATIONAL OBJECTIVES

Any organization's approach to adopting the CEU should begin with an analysis of how the CEU can serve the organization, both in terms of existing programs as well as future programs. Often the confusion created by a fragmentation of existing programs poses immediate reactions against possible adoption of the CEU. Early user group adoption of the CEU has been seemingly more concerned with the accumulation of CEU's, rather than the kinds of meaningful guidance the CEU could provide.

Meaningful uses of the CEU should result as experience is gained and the existing fragmentation eliminated. As participants accumulate CEU's without direction, other than in numbers, a rethinking of what meaningful purpose continuing education serves, will emerge. A greater rationale for meaningful curricula and recognition will consequently result.

### Needs Analysis

The establishment of an effective continuing education program lies in the ability of the organization to assess needs properly. Inputs from various sources and levels are required to view identified needs in their proper perspective. Mistakes usually result when proper perspective is not obtained, with blame placed on the failure of the educational program. Caution is necessary



in identifying needs that can be corrected by an educational program from those needs which may require organizational or administrative solutions.

The various needs within some user groups have presented problems in program design. Nursing school graduates come from two, three and four-year nursing programs, as well as from graduate programs. Nurses are also employed in a variety of settings, some highly specialized and others in broad general capacities. Such conditions generally do not exist in the dental, veterinary, and pharmaceutical professions. Industrial concerns may find considerable variations in educational and experience levels with their first-line supervisors, while the job requirements of a machine operator may be quite similar.

#### Establishment of Objectives

A needs analysis should lead to the establishment of objectives for correcting such deficiencies. Such objectives may be general in nature or highly specific. Additional time spent on the development of objectives should provide a better framework for program design. Objectives should be clearly stated and made known to all persons involved with the program, such as the participants, the sponsor and instructional staff, and the user

group. A common understanding should lead to common expectations.

### Systematizing Learning Experiences

Both the individual and user group need to agree on common expectations in order for meaningful learning experiences to be organized properly. A renewed emphasis on long range programs to provide the proper means for personal and professional development will probably emerge in lieu of the many short-term fragmented programs in existence. A continuity of learning experiences outside the realm of academic degree programs will provide new and meaningful avenues for personal and professional development. Organizations will likely structure job descriptions and levels of recognition based on here-to-fore nonrecognizeable learning experiences.

The new framework provided for program development should lead to less program duplications offered by different sponsors. Sponsors may have to re-examine their efforts and redirect them into more meaningful directions. Higher education institutions within the Southern Association of Colleges and Schools, which have adopted the CEU, are already experiencing such re-examinations.

(4)

Problems presented by the availability of, and accessibility to, the proper programs should result in the

identification of new sponsors as well as in new methods of programming. Participants in remote regions may have to rely on independent study, educational television, or small discussion groups. User groups on a national level may develop consortiums with academic institutions or hire a consulting firm to conduct their programs. Union Carbide plans to utilize both higher education institutions and consulting firms along with their normal in-house training operations in their CEU plan. (21) The American Association of Medical Assistants utilizes a self-guided study program developed and administered by a consulting firm. (34)

Systematizing educational programs will call for new planning inputs and expertise. User group members and outside consultants may be utilized frequently to provide need assessments, planning assistance, sponsor selection, and evaluations.

#### External Impact

Recent action by the California Senate calling for each of the licensed professions within the state to present their continuing education programs for review by each of the licensing boards is indicative of the increasing interest by external forces that the professions remain updated and competent. (See Exhibit O

in Appendix) Organizations that have well developed plans of continuing education will likely influence legislative actions.

Programs that provide periodic recognition to individuals serve as an excellent means of public relations with the clientele they serve. New skills and specialties can provide additional services to the organization and the public.

Sponsors that successfully serve particular user groups stand to profit by increased recognition and business. Grants, endowments, and other subsidies may be forthcoming as a result of the new visibility and accountability given to their efforts.

An additional positive impact will likely result with peer groups. Benefits derived from CEU programs conducted by the Association of Operating Room Nurses could influence other specialized nursing groups to do the same. Consortiums for joint certification may develop, such as a current effort underway between the American Nursing Association and the American Academy of Pediatrics for the Pediatric Nurse Association Program. (35)

#### IMPACT ON MEMBERSHIP

Dialogue on the CEU often originates from an organizational base, without regard for the personal benefits derived by the individual. Numerous individuals,

however, will participate in CEU programs independent of any particular user group. For these individuals the satisfaction of participating in a learning experience and/or acquiring certain knowledge and/or skills may be of greater significance than the accumulation of CEU's.

### Impact on the Individual

New and meaningful opportunities for personal and professional development should become more readily available to individuals through the introduction of the CEU. A new framework, utilizing a host of sponsors, methods, convenient locations, times and documentation of participation will encourage individuals to participate more frequently. Such participation and the subsequent increase in knowledge and skills should open new doors for job advancement and recognition. Individuals should have ample opportunities for self-assessment. Poorly motivated individuals should find the pursuit of knowledge more attractive.

New meaningful educational opportunities, more relevant and convenient to the individual's time frame, should provide the incentive for individuals to structure long-range personal and career goals. As the individual's needs change, he may readily select from a variety of quality programs, whether for lateral or vertical job mobility, or for other purposes of recognition. Job

relocation from one company to another and from one region to another should be easier with the uniform documentation of an individual's educational experiences.

Though not intended in the original concept of the CEU by the Task Force, CEU programs may well be accepted by institutions of higher education in lieu of academic credit for degrees. (4) The acceptance of credit for life experiences and the use of the College-Level Examination Program for advanced college placement have grown considerably during recent years and have laid the groundwork for possible CEU acceptance. Since the CEU is not intended for academic credit programs, the admission barriers normally found with credit programs are non-existent. Thus the way is paved for easy entry into such programs, with the only apparent barrier being whether or not the individual can benefit from the program.

#### Impact on Group Members

Effective educational programs and methods of recognition by user groups should increase member interest in participating in educational programs. The ability of the group to accomplish meaningful changes in programs and to insure certain standards of quality should be indicative of the group's concern about quality education for its members.

Some user groups have chosen to serve as the central depository of participant records. Such records permit immediate and continual assessment of individual efforts, whether for promotion consideration or for other reasons of recognition. By virtue of maintaining records, the complete programming cycle from needs analysis to recognition, with the exception of conducting the program, has been accomplished with the user group serving as the hub of the educational process. Many user groups will even choose to conduct the education program and thus will gain more control.

Programs restricted to user group members should influence nonmembers of the benefits of membership. In addition, some groups require a certain number of CEU's in order to maintain membership. Such policies should have a positive effect on membership rolls.

Poorly motivated members who have been outside the mainstream of continuing education will feel the impact either directly or indirectly. Such individuals will possibly resist any form of mandatory continuing education or possible CEU adoption.

Groups which provide educational opportunities for its members should experience an improvement in the quality of leadership within the organization. The additional experiences and knowledge provided for the group's members should foster an attitude of perpetual improvement and growth.



## IMPACT ON ORGANIZATIONAL FUNCTIONS

The new degree of educational involvement resulting from CEU adoption will force groups to serve a more active role as a central control over the planning of educational programs for their members. The organization will also serve as a forum of expression for educational matters. In addition to its role of assessing needs, planning, and monitoring for quality control, its new functions will include the initiation of programs, long-range planning, arbitration of disputes, evaluations, maintenance of records, and recognition functions. A new series of educational parameters will possibly emerge such as competency exams, credit for life experiences, and others.

It is envisioned that user groups will be thrust into a role of increased power. The ability to influence sponsors, the maintenance of records, the influence over group members, and external influences should support the group's efforts in many additional activities.

### Records Maintenance

The most costly aspect of CEU adoption is the design, implementation, and maintenance of a records system. (37) The National Task Force foresaw the responsibility of maintaining permanent participant records as residing with program sponsors. This role, readily assumed by sponsors, is the most significant change required of them. Several

user groups are taking an active role in serving as a central depository for its members' accumulated CEU's, while other user groups allow the sponsors or the individual participant to maintain records.

The accumulation of statistical data is a secondary benefit which may be obtained from a records system. Various kinds of management information such as cost data, participant demographic data, program areas, geographical dispersion of programs, faculty and staff participation and others may be obtained. Few such uses are currently made of these data; however, as additional experience is gained, it is likely the potential of such information will be recognized.

#### Time Consumed

CEU adoption requires considerable time on behalf of the user group. Staff time in planning, coordinating programs, and maintaining records require adjustments in staff functions and may result in the employment of additional staff. This increased consumption of time will likely affect voluntary efforts employed by some associations.

## IMPACT ON ORGANIZATIONAL STRUCTURE

### Continuing Education Committees

Numerous user groups have designated a continuing education committee of six to twelve members, representing a broad cross-section of the organization, to study and design a plan of CEU implementation. Occasionally these committees are charged with the responsibility of developing a master plan of continuing education. Most are standing committees with rotating members to provide constant guidance in continuing education.

Committee discussions generally center around the establishment of objectives, guidelines and criteria, mandatory versus voluntary continuing education, and the number of CEU's to require for recognition. Committee recommendations are usually presented to the membership or a representative body of members for approval.

### Professional Staff

The burden of administering the CEU usually falls on the professional administrator of the organization. Assistance with certain details, such as the approval of programs, is often provided by a committee. Organizations with existing educational or training programs are usually well prepared to assume these added responsibilities.

Often the professional staff administrator has some educational experience. Organizations may turn to

experienced and trained adult and continuing educators as the volume of programs continue to grow. Program sponsors are usually well staffed with experienced individuals.

### Ad Hoc Committees

Ad hoc committees comprised of selected specialists provide assistance to organizations in making certain educational decisions. Large organizations often utilize ad hoc committees to provide detailed information and assistance to the top administrative levels. Such committees supply the expertise that can be channeled into the broader organizational framework to produce meaningful results.

Significant programs built around the CEU mode will require a large degree of specialization. Qualified individuals at many levels will probably be consulted, either on an individual or committee membership basis. Such expertise could function at both the planning and evaluation stages of program development.

### Consortiums

User groups may desire to develop consortiums with other organizations, particularly with educational institutions, to obtain a higher degree of expertise, or to equalize costs. It is probable that educational institutions will serve a major role in assisting user groups in planning and sponsoring programs.

Educational institutions, as well as private organizations, might provide record systems for user groups on a contractual basis. One national agency has proposed a national data bank to serve as a central depository for all CEU's awarded in the country. (1) The major benefit of such a depository would be to issue one composite transcript for an individual, regardless of where he participated in a CEU program.

### Structure Versus Costs

User groups who adopt the CEU will unavoidably incur additional operating expenses which should be viewed in relation to the improvement in program quality and control, and an increase in benefits, both tangible and intangible. Organizational support of increased costs may be slow in evolving until the latter are visible. Such visibility and subsequent support may be cultivated through a program of broad-based involvement on behalf of the group membership. Involvement can occur at the planning, participation, and evaluation stages.

Since most continuing education programs are self-supporting, any increased costs will probably be passed along to the participants. The initial cost of developing a records system may be quite high and sponsors may have to recover such costs over a long period of time. Sponsors may decide to develop elementary record systems with low levels of sophistication, with the capability of being

upgraded over an extended period. Experiences to date by sponsors have witnessed considerable input volume with low volume outputs. As knowledge and experiences with the CEU grow, the ratio of input to output should tend to equalize.

### IMPACT ON ORGANIZATIONAL OBJECTIVES

Adoption of the CEU as a tool of continuing education provides unique opportunities to establish organized systematic approaches to meet organizational objectives. The CEU's quantitative parameters provide some means of measuring and documenting educational efforts, while the CEU's qualitative parameters provide the framework for quality programs. Meaningful modes of operation, starting with the delineation of specific objectives, can be constructed, directed, and controlled in a broader general framework.

Efforts toward the attainment of organizational objectives may now be measured, analyzed, and continually monitored for effectiveness. A variety of evaluation techniques may be employed and conversions to cost factors easily accomplished. The CEU's utility is readily adaptable to the varieties of methodology used and is easily capable of being adjusted to meet changing criteria and objectives.



Visibility, as well as accountability, may now be obtained for educational efforts and should provide leverage at many levels for continuing improvement. No doubt this new-found ability to focus on a systematic approach to the attainment of organizational objectives will have far reaching consequences. Only through a continuing willingness to make the CEU an effective tool can such progress and visibility continue.



## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

Continuing education has become increasingly important in helping adults to remain competent and viable in a changing world of work. Two major educational forces have arisen to meet these adult needs. One is the network of higher education institutions, which offers formal degree programs, as well as, an assortment of noncredit activities. The other educational force is comprised of groups and organizations designed to meet specific and changing needs as they relate to the objectives of the group or organization.

During the 1960's, efforts were initiated to provide some uniformity to continuing education, applicable to both educational forces. A conference of concerned individuals and organizations was held in 1968 to discuss the development of a uniform standard of measure. A Task Force, representing a cross-section of both educational forces, was appointed to study the problem further. In 1970, this Task Force issued an Interim Statement which

defined the standard unit of measure as the "continuing education unit." The CEU was defined as: "Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."

The Interim Statement staked out the raw parameters of the CEU, while leaving many decisions to sponsors and user groups. One purpose of the Interim Statement was to initiate pilot projects, with the results of these pilot projects to be used in developing national guidelines at some future date.

The purpose of this study was to identify and examine the present and potential uses and effects of the CEU within selected user groups. A review was made of the existing patterns of continuing education within these groups. Common applications of the CEU were examined, along with the present and potential effects of the CEU in relation to: (1) assuming new responsibilities, (2) curriculum building for organizational objectives, (3) impact on membership, (4) impact on organizational functions, (5) impact on organizational structure, and (6) impact on organizational objectives.

Groups and organizations that had expressed an interest in the CEU to the National Task Force were identified and categorized into five major groups which included: (1) the medical profession and allied health

fields, (2) engineering professions, (3) labor unions, (4) business and industry, and (5) governmental agencies. Each of these groups was originally represented on the National Task Force.

Inquiries were sent to these organizations regarding their current use, or future plans to use the CEU. Personal and telephone interviews were conducted. The writer participated in meetings with the National Task Force and consulted frequently with individual Task Force members. Speaking engagements in various parts of the country afforded the writer opportunities to sample reactions from a variety of sponsors and user groups.

The preponderance of CEU use is in the medical profession and allied health fields, specifically within the nursing profession. Only limited use is found in labor unions, and business and industry. No use of the CEU is found in the engineering professions or in governmental agencies.

Uses of the CEU are similar from group to group, with variations found in the types of activities which qualify for CEU's. Beyond the common application of measuring non-credit education programs, the CEU is being used to measure participation in organizational functions, such as meetings and conventions, holding organizational membership, serving on committees, holding elective office, delivery of

speeches, publication of articles and books, work experience, and self-directed studies.

Recognition is provided the majority of user groups for the accumulation of a certain number of CEU's over a specific period of time. Only in a few cases is the CEU being utilized with structured sequential programs.

Guidelines found in use are usually related to organizational procedures for processing program approvals and the recording of CEU's. The development of meaningful criteria appears to be quite troublesome for most groups. Often, no specific written criteria are available, with groups preferring to empower committees to make judgmental decisions as to the appropriateness of each program.

User groups have a major responsibility in determining whether a particular offering serves the needs of their constituencies. This responsibility requires each group to examine what purpose continuing education plays in meeting the group's objectives. Additional responsibilities include greater participation in program planning with sponsors, the establishment of more meaningful relationships with sponsors, and a greater concern for quality control over programs.

User groups are beginning to question the purposes of many continuing education offerings. Such questioning usually leads to a systematic approach in developing

curricula that are meaningful and congruent with the group's objectives. Systematic approaches include a review of needs, the development of more specific objectives, planning for both short and long-range periods, and a better distribution and timing of programs. This new organizational framework for educational programs provides increased visibility to the group's efforts and often results in increased external influences.

New opportunities for personal and professional development are becoming more readily available for adults. Documentation of individual participation allows individuals greater opportunities for recognition in promotions, job relocation, relicensing, or certification.

User groups are becoming more involved in educational activities and are beginning to exercise greater control over the total educational process, including the assessment of needs, program planning, the initiation of new programs, evaluations, maintenance of records, and recognition functions. Record systems are proving to be the most costly aspect of adopting the CEU. The benefits derived from such record systems, particularly the accumulation of statistical data, are of considerable value to the group.

The amount of administrative time required by the CEU will no doubt have some effect on groups, particularly on professional staff members. Voluntary efforts may

have to be spread over a larger segment of the group's membership.

Most user groups employ continuing education committees to develop and monitor their CEU plans. Ad hoc committees are frequently used to provide expertise of a specific nature. Consortiums among user groups and sponsors will develop as groups seek to gain greater expertise, enhance uniformity, and reduce costs.

The burden of administering the CEU usually falls on the professional staff of the organization. As groups become more involved with continuing education, the demand for professionally trained adult educators will likely increase.

Increased costs incurred in adopting the CEU often limit the extent to which groups expand their continuing education programs, as well as the degree of sophistication they develop in administering the CEU. Frequently any increased costs are passed along to the membership. The urgency with which some groups are having to move forward with the CEU, particularly the nursing profession, does not allow for a slow growth process in which expenses can be pro-rated over long periods of time.

The CEU provides user groups unique opportunities to establish systematic approaches to meet organizational objectives. The new educational framework required improves the group's ability to measure effectively both

quantitatively and qualitatively the group's educational efforts as they relate to the group's objectives. The visibility and accountability of the group's efforts should have significant consequences both within and outside the organization.

### CONCLUSIONS

Knowledge of the CEU has permeated sporadically to the grass roots level of only a limited number of groups and organizations. The CEU is not a common term outside the medical profession and allied health fields and the southern region of the country in higher education. The vast educational force outside of academia has essentially no knowledge of the CEU.

It is reasonable to expect that such a concept of national significance must overcome many barriers in proving its worth in the marketplace. The CEU is the first such effort to bind together the continuing education efforts of higher education with the educational forces outside of academia. "It is only because continuing education has sprung forth from so many sources, serves so many needs, and uses so many formats that it never has been defined in common terms." (30)

The absence of national CEU guidelines has resulted in the fragmentation of efforts of the total educational



spectrum. Much of this fragmentation is being regrouped in higher education through the efforts of the Southern Association of Colleges and Schools. User groups outside of academia lack the organizational framework to utilize effectively the CEU on a uniform basis. A spokesman for one professional organization commented, "The professional organizations' need for the Continuing Education Unit is not borne out for the same reason that it has been for the academic group . . . the professional groups are being forced into a much more rapid course of action in order to just preserve themselves." (39)

The philosophy and purpose of the CEU, ". . . to make it possible to aggregate an individual record in continuing education across what have been the traditional barriers of time, locale of origin, source of sponsorship and format of learning," (3) has been enthusiastically accepted and understood. Efforts toward implementation, however, begin to reveal these basic questions:

1. What constitutes an "organized continuing education experience?"
2. How is "responsible sponsorship" determined?
3. How are qualitative parameters insured, particularly as they relate to the transfer of knowledge?

4. How can appropriate criteria be developed that will effectively serve all sponsors, methods, and levels, and yet be acceptable within a national uniform framework?

### RECOMMENDATIONS

The following recommendations are offered as being essential and necessary if the CEU is to be adopted and recognized nationally as the standard unit of measure for continuing education.

1. Emphasis should be placed on the following points in writings and discussions of the CEU to enhance a better understanding of its intended use:
  - a. the role of the user group in the program planning process
  - b. methods by which qualitative parameters are established and insured
  - c. recognition that the CEU is more valuable among a host of sponsors and methods of continuing education than among a few
  - d. a realization that the recognition of CEU's is vested with the user group
2. The National Task Force should begin immediately to prepare national guidelines with emphasis and assistance provided to user groups that are

under considerable pressure to implement continuing education.

3. The development of national guidelines should provide for ample opportunities for inputs by a broad cross-section of current and potential user groups and sponsors.
4. Widespread sponsor adoption of the CEU should be encouraged as a necessary step before widespread user group adoption can be expected.
5. National CEU accrediting agencies for each profession or group of professions must be established to insure continuing standards of uniformity.
6. By virtue of their major efforts of continuing education sponsorship and expertise, higher education institutions must play a major role in fostering uniform standards and in providing assistance to user groups.

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## APPENDIX

## APPENDIX A

**THE CONTINUING EDUCATION UNIT**

**A Uniform Unit of Measurement for  
Non-Credit Continuing Education Programs**

**An Interim Statement of**

**THE NATIONAL TASK FORCE**

**to Study the Feasibility and Implementation of a  
Uniform Unit for the Measurement of Non-Credit  
Continuing Education Programs**

## INTRODUCTION

A national planning conference was called in Washington, D.C., July 1-2, 1968, under the joint sponsorship of the National University Extension Association, the American Association of Collegiate Registrars and Admissions Officers, the Civil Service Commission, and the U. S. Office of Education. The purpose of this conference was to determine the level of interest a number of associations had in the possibilities of a uniform unit to measure noncredit continuing education. The thirty-four national organizations represented at the conference were known previously to have expressed an interest in one aspect or another of identifying, measuring and recognizing individual effort in continuing education.

The interest and sense of urgency for a concerted national movement expressed at this meeting resulted in the creation of a National Task Force to determine the feasibility of a uniform unit of measurement and to develop a proposal for field testing and gaining general acceptance of this concept. The organization represented at the 1968 meeting and the members of the Task Force appointed by that assembly are listed at the end of this report.

The impetus for a uniform unit to measure continuing education has developed as a result of the geometric increase in knowledge and the resulting decrease in the half-life of learning--now estimated to be from five to eight years--which individuals acquire during their years in formal education. The resulting demand for refresher and retreading activities is reflected in the constant increase in participation in continuing education and also in the number of institutions and organizations offering programs of this kind.

Several organizations and institutions have initiated or are studying a system of measurement and awards, each having little or no relationship to any other system in being. A uniform nationally accepted unit holds promise of reducing the confusion and fragmentation in arriving at a suitable means of recognizing and rewarding individual effort in the pursuit of continuing education.

This report is the result of deliberations of the National Task Force over a period of almost two years and is presented as an interim statement. Reactions are requested from those who use the recommendations herein in pilot programs as well as from those who have an opportunity to review the report. Such reactions are needed and will be given serious consideration by the Task Force prior to submitting a final report to the National Planning Committee. These should be sent to the Chairman, to the staff assistant or to any member of the Task Force. (See attached list of Task Force members.)



## THE CONTINUING EDUCATION UNIT

### Definition

The continuing education unit is defined as follows: Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Continuing education, for the purpose of this recommendation, includes all institutional and organizational learning experiences in organized formats that impart noncredit education to post secondary level learners. These properties of continuing education may be applied equally under the proposed system regardless of the teaching-learning format, program duration, source of sponsorship, subject matter, level, audience, or purpose.

### Purpose and Objectives

The continuing education unit, or c.e. unit, may be used for the measurement, recording, reporting, accumulation, transfer and recognition of participation by adults in programs which in the past have seldom been recorded in a formal, systematic way. The unit can be applied with equal facility to professional continuing education, vocational retraining, adult liberal education and all other programs in adult and continuing education.

The individual adult student must be able to accumulate, update, and transfer his record on continuing education throughout life as he faces a succession of hurdles with respect to maintaining or increasing proficiency in his career or in making progress toward his personal educational goals. Through the absence of such a universally recognized unit the concept of education as a continuous process is often lost. The lack of any cumulative record results in narrowly defined education requirements and short-term goals in most continuing education programs.

The purpose of the c.e. unit is to provide a mechanism by which continuing education activities can be recorded, but it is not anticipated that it need be used to record all individual

participation. The administrative requirements for establishing and maintaining permanent records will determine the selection of programs for which c.e. units will be offered to participating individuals. Even where individual records are not maintained, however, the c.e. unit is useful in quantifying and reporting the total amount of continuing education activity.

The c.e. unit was designed to facilitate communication about continuing education from one person to another, from one institution to another, from employee to employer, and from one time period to another. Some specific objectives which the c.e. unit will fulfill are:

1. To systematize the recording and reporting system for continuing education by establishing a uniform, nationally accepted unit of measurement of participation in noncredit continuing education.
2. To provide a uniform system for accumulating statistical data at local, state and national levels on the total amount of participation in continuing education activities.
3. To permit the accumulating, updating, and transfer of the continuing education record of an individual.
4. To encourage long-range educational goals and a continuing education process of lifelong learning for individuals, for professional groups, and by institutions.
5. To make the pursuit of knowledge more attractive as a way of personal and professional development and provide a framework within which an individual can develop at his desired pace.
6. To permit and encourage the adult student to marshal and utilize a host of continuing education resources to serve his particular needs.

The c.e. unit is intended to serve all interests in continuing education, whether public or private, and whether individual, instructional, institutional, organizational, governmental or societal.

The unit is applicable to the appropriate learning experiences of adults at all levels from post secondary to post doctoral; for all classes of adult learners, whether vocational, technical, professional, managerial or adults bent on personal improvement; and in all formats of teaching and learning known to the field of education.

The unit is expected not only to provide a record for the individual student, but to provide a measure which can be used by the institution to record the amount of its continuing education activity. Thereby, the unit provides information for budget and program planning for future activities. In addition to institutional records, the further accumulation through state or national statistical surveys will provide data which has not been available heretofore due to the very lack of a nationally accepted unit such as this proposal envisages.

#### Administrative Requirements

The following criteria and standards are essential guidelines in offering continuing education units to individual participants in continuing education activities:

1. The program director requests and receives the approval of the appropriate administrative officer in his institution to award a specified number of continuing education units for a program prior to the time it is offered. Ordinarily this information will be included in the program announcement sent to potential participants.
2. Upon conclusion of the learning experience, the program director should be responsible for certifying that the program has been completed in a satisfactory manner by each individual for whom units are approved, and report appropriate information for each participant to be placed on a permanent record.
3. The institution is responsible for establishing and maintaining a permanent record of all continuing education units awarded. Individual records are to be available on a permanent basis in response to requests. The information to be recorded includes:

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SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.**

institution for every continuing education experience to which the c.e. unit applies, thereby making it possible for others to evaluate the courses from distant locations and at later times for their particular educational significance whenever such evaluation is needed.

The system of recording units for continuing education participants may be related to the current system of permanent records in use at the institution. At the discretion of the institution, the c.e. unit may be integrated directly into the present system or parallel system can be maintained.

### Suggested Applications

The following suggestions for the possible applications of the continuing education unit are offered for guidance and illustrations and should not be considered as limitations on the situations in which the c.e. unit can be applied. Some possible applications of the unit are:

1. Continuing education intensive courses in technical and professional areas (i.e., for engineers, lawyers, doctors, teachers, etc.)
2. In-service training programs to improve competence in new techniques or technical areas.
3. Courses or classes which may be used in partial fulfillment of certificate or licensing requirements.
4. Programs, sponsored by technical or industrial societies through universities, which are designed to upgrade the performance of members in occupational or technical areas.
5. Liberal education programs for the general public.
6. Paraprofessional or subprofessional training programs.
7. Vocational training programs, either in-service or in preparation for entry positions.



### Limitations

The following examples suggest the types of programs which ordinarily would not be awarded continuing education units:

1. Any program carrying academic credit, either secondary or collegiate.
2. Programs leading to high school equivalency certificates or diplomas.
3. Organizational orientation training programs.
4. Short duration programs only casually related to any specific upgrading purpose or goal.

### Practical Guidelines

When should c.e. units be offered for adult or continuing education programs? The answers to the following questions will serve as a basis for this determination.

1. Does the program meet the requirements of being an "organized continuing education experience?"
2. Does the program have qualified instruction and direction to assure that the educational objectives will be fulfilled?
3. Will a record of the units awarded be of value to the participants?

The term "organized" in the definition refers to the content of the program rather than merely to the mechanics of the meeting. Thus, a series of disconnected presentations such as a topical conference or a casual lecture series requiring only attendance by the participants may not meet the criteria of being an organized educational experience. On the other hand, programs which are part of a curriculum for paraprofessional or sub-professional positions, or to meet certification, licensing, or other occupational requirements should be on the permanent records of the individual participants.

### Determination of Units to be Awarded

The determination of the number of units to be awarded for a particular continuing education experience is the responsibility of the director of extension or continuing education, or the director of training, based on the recommendation of the program director immediately responsible for the activity.

The number of c.e. units awarded will be determined by considering the number of contact hours in a formal learning situation and evaluating any other experiences connected with the program. The decimal system will allow the record to reflect the c.e. units to be awarded, based on contact hours, e.g., 1.5 units, 2.4 units, 3.0 units, etc. The c.e. unit has the advantage of being computed simply for all formats and durations of continuing education programming wherever contact hours or their equivalent can be determined. Reasonable allowances may be made for activities such as required reports, laboratory assignments, field trips, and independent study.

A normal one-week short course usually approximates 30 contact hours of participation and would normally be awarded 3.0 c.e. units. A two-day program seldom involves more than 10 to 12 contact hours and thus would be awarded no more than 1.0 to 1.2 c.e. units whenever the program warrants consideration for recording on the participant's permanent record. A ten-session evening class, meeting for two hours per session, would involve twenty hours of instruction and equate to 2.0 units.

### Rationale for the Unit

Several possible variations of the c.e. unit were considered before recommending the concept of this unit of measurement. The ten-hour unit relates reasonably well to several formats and durations of continuing education presently in common usage. All others can be translated into such units with a minimum of confusion. The ten-hour unit also permits the use of the decimal system for partial units if needed.

In suggesting the use of the c.e. unit, there is no attempt being made to change or standardize the methods or format of continuing education activities. Variety is one of the major strengths.



This unit represents a sufficiently small amount of participation in continuing education that it will be possible for an individual to accumulate a substantial number over limited periods of time. The comparatively rapid pace of accumulation of units should provide essential individual incentives and motivation for purposes of fulfilling one's continuing education obligation throughout a 40-year career.

### Pilot Projects

Several pilot projects will be initiated to test the tentative recommendations included in this report. The pilot projects will be selected on the basis of diverse programs and interest in using the continuing education unit. Consideration will be given to universities, proprietary educational institutions, business concerns providing substantial programs in continuing education, governmental agencies, involved in upgrading and development of individuals, professional societies, and other organizations providing substantial amounts of noncredit continuing education that qualifies within the criteria and standards given previously in this report.

Each of the selected institutions or organizations will be expected to provide detailed background information for the programs included in the study, to develop and maintain a central system for recording and reporting continuing education units for individual participants, and to provide an evaluation and appraisal to the Task Force to assist in refining the proposed criteria, standards and operational procedures.

### Evaluation of Responses

The Task Force is distributing this preliminary report for the purpose of analysis and reaction for adult educators. All such responses, whether from pilot projects or from individuals, will be welcome and will be of particular assistance in providing an appraisal of the reaction of adult educators to the proposed uniform unit.

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Copies of "An Interim Statement of the National Task Force" may be obtained from the National University Extension Association, Suite 360, One Dupont Circle, Washington, D. C. 20036

## APPENDIX A

## NATIONAL TASK FORCE

On a Uniform Unit of Measurement  
for Noncredit Continuing Education Programs

Chairman - William L. Turner, North Carolina Department of  
Administration, P.O. Box 1351, Raleigh, North Carolina 27603

Vice Chairman - Paul J. Grogan, University Extension, University  
of Wisconsin, Madison, Wisconsin 53706

Staff Assistant - Keith E. Glancy, National University Extension  
Association, Suite 360, One Dupont Circle, Washington, D.C.  
20036

Members

Warren G. Ball, American Medical Association, 535 North Dearborn  
Street, Chicago, Illinois 60610

Leonard R. Brice, American Society for Personnel Administration,  
52 East Bridge Street, Berea, Ohio 44017

Edward H. Cox, Employee Relations Department, Personnel Division,  
E. I. duPont de Nemours, Wilmington, Delaware 19801

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One Dupont Circle, Washington, D. C. 20036

Robert B. Ellis (representing AACRAO), Registrar, University of  
Mississippi, University, Mississippi 38677

William L. Hardy, United Auto Workers, 8000 East Jefferson,  
Detroit, Michigan 48214

Reginald M. Jones, Jr., Bureau of Training, Civil Service  
Commission, 1900 E. Street, N.W., Washington, D.C. 20415

Treadway C. Parker, Director of Educational Resources, The  
American Management Association, Inc., 135 West 50th Street,  
New York, N.Y. 10020

Robert J. Pitchell, National University Extension Association,  
Suite 360, One Dupont Circle, Washington, D.C. 20036

Morris B. Ullman, U.S. Office of Education, 400 Maryland  
Avenue, S.W., Washington, D.C. 20202

## APPENDIX B

## NATIONAL PLANNING COMMITTEE

Participating Organizations in the National Planning Conference  
Conducted in Washington, D.C., July 1 and 2, 1968

Adult Education Association of the U.S.A.  
American Association of Collegiate Registrars and Admissions  
Officers  
American Association of Junior Colleges  
American Association of State Colleges and Universities  
American Council on Education  
American Society of Engineers  
American Society for Personnel Administration  
AFL-CIO  
American Hospital Association  
American Medical Association  
American Society for Engineering Education  
American Society for Public Administration  
Association of University Evening Colleges  
Cambridge Institute for Management Education  
U.S. Civil Service Commission  
Commission on Engineering Education  
U.S. Department of Commerce  
U.S. Department of Defense  
U.S. Department of Health, Education and Welfare  
U.S. Department of the Air Force, DOD  
E.I. DuPont de Nemours and Company, Inc.  
Engineers Council for Professional Development  
Engineers Joint Council  
General Learning Corporation  
McGraw-Hill, Inc.  
National Academy of Engineers  
National Home Study Council  
National Society of Professional Engineers  
National University Extension Association  
Office of Emergency Planning, Executive Offices of the President  
Science Research Associates  
United Auto Workers  
United States Armed Forces Institutes  
U.S. Office of Education

## APPENDIX B

January 15, 1973

Mr. Milo J. Pitkin  
Fabricating Machinery  
Association, Inc.  
3813 Broadway  
Rockford, Illinois 61108

Dear Mr. Pitkin:

Your interest in the Continuing Education Unit (CEU) has been brought to my attention by Keith Glancy, formerly of the National University Extension Association and now at John Hopkins University.

My inquiry is directed at identifying organizations and groups which have adopted the CEU. As part of a doctoral dissertation I am making a study of the uses and effects of the CEU on selected user groups. My findings will be summarized into a descriptive study which should be of interest to your organization and the National Task Force on the CEU as it moves toward national guidelines.

Will you please advise me of any efforts within your organization toward possible adoption of this new measurement concept. I will be most happy to share the results of my findings with you upon completion.

Sincerely,

Louis E. Phillips, Director  
University Evening Classes

LEP/jf

## APPENDIX C





*learning has no age limit*

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**GEORGIA CENTER FOR CONTINUING EDUCATION**

*university of georgia/athens/30601*

Dear Fellow Educator:

This letter is being directed to you and your organization because of your previously expressed interest in the Continuing Education Unit (CEU). A number of organizations have adopted this new measurement concept for continuing education, while many others are considering its adoption.

Your assistance is requested as part of a national survey to determine the extent to which the CEU is currently being utilized. Data is being gathered from a variety of organizations on both the uses and effects of the CEU and will be compiled into a doctoral dissertation. Hopefully the results will be of interest to you and your organization as well as assisting the National Task Force on the CEU as it develops national guidelines.

Will you kindly take a moment to check the enclosed card? Please add your comments if you desire. Any additional information such as guidelines, criteria, position papers, etc. will be appreciated.

The Georgia Center for Continuing Education has accumulated a considerable library of materials on the CEU and if we can be of assistance please advise.

Your cooperation will be appreciated.

Respectfully yours,

*Louis E. Phillips*  
Louis E. Phillips, Director  
University Evening Classes

LEP/jf



**ORGANIZATION**

Please check the appropriate statements:

- ☐ Currently using the CEU  
☐ Use of the CEU is under consideration  
☐ Have no plans for the CEU
- ☐ Our organization is a consumer of continuing education programs  
☐ Our organization is a producer of continuing education programs

COMMENTS: \_\_\_\_\_

INFORMATION PROVIDED BY: \_\_\_\_\_

TITLE: \_\_\_\_\_

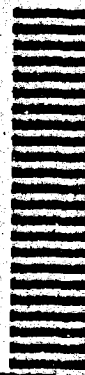
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University of Georgia  
Athens, Georgia



## APPENDIX D

# APPLICATION FOR CEU RECOGNITION

116

January 1, 1972 through December 31, 1972

AGENCY	SUBJECT	CE UNITS	DATE
1. St. Louis Chapter of the American Ass'n of Critical-Care Nurses	Care of the Burn Patient, 1972 Physiology of Cardiac Muscle Cardiogenic Shock and its Treatment	0.3 0.3 0.2	11/16/72 11/16/72 11/16/72
2. The American Cancer Society	Lecture on Gynecologic Cytology	0.1	4/28/72
3. The St. Louis Unit Nurses Ass'n of the American College of Obstetricians and Gynecologists	Narcotics Addiction in Pregnancy	0.3	12/19/72
4. American College of Surgeons	CE Course for Hospital Emergency Dep't Physicians and Nurses	3.0	5/23/72
5. Barnes Hospital	Otolaryngology Course Respiratory Seminar The Drug Training Institute Intensive Care Course	0.9 2.6 1.3 3.0	4/13/72 7/14/72 7/20/72 9/20/72
6. Baxter Laboratories	IV Admixture - IV Therapy Seminar	0.8	11/16/72
7. Cardiovascular Special Interest Group	Assessment of Patient in Stress Coping with Stress and Anxiety Patient-Family Teaching Programs	0.1 0.1 0.1	9/20/72 9/20/72 9/20/72
Cardiovascular Special Interest Group	Unit I, A: Introduction to Fluid and Electrolyte Balance Unit I, B: Dynamic Mechanisms that Maintain Normal Fluid and Electrolyte Balance Unit I, C: Clinical Study of Fluid and Electrolyte Balance	each course 0.1 (except C = 0.2) <u>combined</u> 0.4	4/13/72 4/13/72 4/13/72
8. Christian Hospital of St. Louis	Resuscitation of the Newborn The Nurse and the Depressed Newborn Modern Therapy in Heart Block The ICU Nurse and Cardiac Version Drug Treatment of Cardiac Arrhythmia	0.1 0.1 0.1 0.1 0.2	5/23/72 5/23/72 5/23/72 5/23/72 5/23/72

AGENCY	SUBJECT	CE UNITS	DATE
Christian Hospital of St. Louis con't.	Implications of Hyperglycemia	0.1	5/23/72
	Molar Pregnancy	0.1	5/23/72
	Peritoneal Dialysis	0.1	5/23/72
	Sickle Cell Anemia	0.1	5/23/72
	Fluids and Electrolyte Balance	0.2	5/23/72
	Thrombo-Embolus	0.1	5/23/72
	Salicylates in Gastro-Intestinal Erosion	0.1	5/23/72
	The Surgical Patient	0.1	5/23/72
	Legal Aspects of Nursing	0.2	5/23/72
	Electricity Safety in General Care	0.1	5/23/72
	Management Training	0.2	5/23/72
9. Christian Hospital Northwest	Lectures covering surgical and medical procedures: Surgical, Cardiac Complica- tions, Decubitus Ulcer, Blood and Blood Component Therapy, Nurse and the Law	1.0	2/14/72
10. City of St. Louis - Health Division	Sickle Cell Anemia	0.3	9/20/72
	Lead Poisoning and Lead Poisoning Control	0.3	9/20/72
	Hypertension Workshop	0.3	11/16/72
	Nutrition - Fall, 72	0.4	11/16/72
11. City of St. Louis Supervisors	Seminar for City of St. Louis Supervisors, "The City of St. Louis Supervisor and Emer- gency Employment Act Em- ployees."	0.3	7/20/72
	Seminar for City of St. Louis Supervisors, "The Managerial Role of the Supervisor--With Special Reference to Super- vising EEA Program Employ- ees."	0.3	7/20/72
12. St. Louis Municipal Hospitals' Inservice Representatives Committee	Educational Workshop	0.5	4/20/72
13. St. Louis County Health Dep't	Seminar on Human Develop- ment and Behavior	1.2	8/9/72
	The Kaleidoscope of Interview- ing	0.6	7/11/72
14. Deaconess Hospital	Communications Seminar	1.0	4/28/72
	Nursing Career Ladder Sequence	0.6	7/25/72
	Eye Care Symposium	0.3	11/16/72

AGENCY	SUBJECT	CE UNITS	DATE
15. DePaul Hospital School of Neg.	Behavioral Objectives and Teaching Strategies	0.9	8/17/72
16. St. Louis Clinical Diabetes Society	Diabetes Workshop - Phase III "Diabetes and Arteriosclerosis" "Diabetes and Eye Complications" "Diabetes and the Kidney"	0.5	5/23/72
17. Incarnate Word Hospital	Contemporary Man: His Psychosocial and Pathophysiological Needs and Problems.	0.5	6/6/72
18. Jewish Hospital	Workshop on Rehabilitation	2.1	10/6/72
19. Robert Koch Hospital	Nursing Roundtables #1 and #2 Seminar--"Supervision"	0.3 0.9	7/20/72 7/20/72
20. Lindell Hospital	Infection Control in Hospitals	1.2	2/2/72
21. Lutheran Hospital	Refresher Course for Inactive Registered Nurses	18.0	3/2/72
22. Malcolm Bliss Mental Health Center	Alcoholism Training Program	2.4	4/13/72
23. Marillac College	TH 156 - Pastoral Theology Leadership Skills in Nursing	1.5 <u>one week</u> 2.5 <u>two weeks</u> 4.5	1/28/72 8/9/72
	Leadership Skills in Nursing	same as above	12/19/72
24. Missouri Baptist Hospital	Intensive Coronary Care Blood Gases and Their Significance	2.4 0.2	3/21/72 11/30/72
25. Missouri Nurses' Ass'n, Fifteenth District	The Nurse and Infection	0.5	4/20/72
26. Missouri Task Force	Statewide Conference on Nursing and Nursing Education	0.8	7/14/72
27. Missouri University-Columbia Medical Center	Management of Nursing Services Inexpensive Teaching Aids Management of Nursing Services Workshop for Instructors of Nurse Aides	2.4 2.6 0.6 1.2	4/13/72 4/28/72 7/20/72 8/3/72

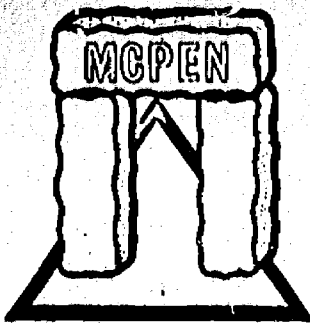
AGENCY	SUBJECT	CE UNITS	DATE
28. NCFPS - HEW Region VII NCFPS - HEW Region VIII Family Planning - Health Affairs OEO Region VII	Planned Parenthood/World Population Midwest Regional Conference, Denver, Colorado	1.3	4/19/72
29. St. Louis Special Interest Group on Psychiatric Nursing	Exploration of Issues Facing Us Today	0.2	9/15/72
	Certification Standards for Nursing Practice	0.2	9/15/72
	A Variety of Approaches to the Hostile Patient	0.2	9/15/72
	The Therapeutic Community	0.2	9/15/72
	Experimental Program Designed to Increase Empathy Levels	0.2	9/15/72
	Changing Role of the Nurse- Psychiatric Nursing Associ- ate	0.2	12/19/72
	To Touch or Not to Touch	0.2	12/19/72
	What is TA - "Games People Play"	0.2	12/19/72
	Who Has Priority?	0.2	12/19/72
	Abortion - yes/no Marijuana - yes/no	0.2	12/19/72
30. St. Anne's Home	Activity Director's Workshop	1.6	2/3/72
31. St. Anthony's Hospital	The People Dimension of Management	1.2	2/14/72
	Electrocardiography	1.2	12/19/72
32. St. Mary's Health Center	Basic Coronary Care Course	1.6	2/14/72
33. St. John's Mercy Medical Center	Course I - Electrocardiography	1.6	3/2/72
	Course II - Acute Coronary Care Nursing	2.4	3/2/72
	American Management Ass'n Course	1.6	7/25/72
	Head Nurse Course	1.7	7/25/72
	Rehabilitation Nursing	1.1	7/25/72
34. St. Joseph's Hospital	Cardiology Course	1.8	3/28/72
	Cardiology Course Phase II	1.2	10/4/72
35. St. Louis Chronic Hospital	Nursing Care Plans	0.2	6/29/72
36. St. Louis City Hospital	Cardio-Pulmonary Course	11.9	4/28/72
37. St. Louis County Hospital	Arrhythmias	0.5	4/28/72
	Task Analysis	0.6	4/28/72

AGENCY	SUBJECT	CE UNITS	DATE
38. St. Louis Heart Association	Course I - Basic Electrocardiography	2.4	3/1/72
	Course II - Approaches to Nursing in Coronary Care	2.4	3/1/72
	Course II, Nursing Care of the Acute Cardiac Patient	2.4	8/17/72
	Basic Electrocardiography	2.4	8/17/72
39. St. Louis State Hospital Complex	I. Cathy and Susie	each course 0.6 <u>combined</u> 3.0	
	II. Etiological Theories & Prognostic Factors in Schizophrenia		
	III. I Love You, I Hate You, I Hate Myself		
	IV. Don't Count the Candles		
	V. The Patient with Anti-social Behavior		
40. Association of St. Louis Suburban School Nurses	The Turbulent Teens	0.5	12/19/72
41. The Staff Development Council of Greater St. Louis	Laboratory Interpretations in the Language of Today's Nurse	0.2	10/6/72
	Team Leadership in Action	0.6	10/6/72
	Quality Control in Nursing	0.5	10/6/72
	The Adult Learner	0.5	10/6/72
	Me! - A Manager ????	0.4	10/6/72
	Patient with Head Injury	0.5	10/6/72
	The Nurse and Hospital Infection Control	0.5	10/6/72
	Operation Discharge	0.5	10/6/72
	Is Adolescence Really Normal	0.5	10/6/72
	Nursing Practice Today and Tomorrow	0.4	10/6/72
	The Final Battle: The Nurse and the Law	0.5	10/25/72
42. Tuberculosis & Respiratory Disease Society	Seminar on Chronic Obstructive Pulmonary Disease	0.7	3/2/72
43. United States Civil Service Commission	Basic Management Techniques I.	2.8	7/20/72
44. St. Louis Veterans Administration Hospital	Legal Aspects of Nursing	0.2	5/31/72
	Nurse-Patient Interactions	4.0	5/31/72
	Electrocardiography and the Arrhythmias	3.0	8/9/72



AGENCY	SUBJECT	CE UNITS	DATE
45. Washington University Medical School	Committee on Trauma, Continuing Education Course for Hospital Emergency Dep't	0.7	9/20/72
46. Yeatman/Union-Sarah Health Centers	National Conference on Sickle Cell Anemia	1.8	12/19/72

## APPENDIX E



**MIDWEST  
CONTINUING  
PROFESSIONAL  
EDUCATION FOR  
NURSES**

123

1401 South Grand Boulevard  
Glennon Hall  
St. Louis, Missouri 63104

November 9, 1972

ILLINOIS

IOWA

KANSAS

KENTUCKY

MISSOURI

NEBRASKA

OKLAHOMA

SOUTH DAKOTA

Executive Directors  
State Boards of Nursing and  
State Nurses' Associations  
MCPEN Member States

Dear Executive Director:

At the MCPEN sponsored meeting of State Boards of Nursing and State Nurses' Associations held on November 1, 1972 a recommendation was made requiring response from these organizations. The recommendation was as follows: "That we recommend to the State Boards of Nursing and State Nurses' Associations in the MCPEN region that the CEU\* be established as a unit of measurement for continuing education."

To this end we are requesting that you submit this recommendation to the governing body of your organization and inform us of their action.

We look forward to your continued interest and support of MCPEN.

Sincerely,

Irma M. Bolte  
Chairman, MCPEN

\* The Continuing Education Unit is a uniform unit of measurement for non-credit continuing education programs developed by the National Task Force on the Continuing Education Unit, William L. Turner, Chairman, Raleigh, North Carolina, October 20, 1970. One Continuing Education Unit is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction."

IB/mc

**MIDWEST CONTINUING PROFESSIONAL EDUCATION FOR NURSES****RESOLUTION for Recognizing the  
Continuing Education Unit and Participation  
in Continuing Education Activities Between MCPEN States**

Prepared by the Ad Hoc Committee appointed on November 1, 1972.

WHEREAS, it is recognized that nurses need to maintain and seek new competencies; and,

WHEREAS, it is believed that the needs of each State are unique; and

WHEREAS, it is believed that systems providing opportunities for continuing education need to be developed and implemented; and

WHEREAS, there is a need for a mechanism which provides recognition of continuing education from one State to another; and

WHEREAS, the National Task Force on Continuing Education has developed a uniform unit of measurement for participation in continuing education (the Continuing Education Unit\*); and

WHEREAS, the CEU may include direct educational activities and/or selected professional activities as established by the individual State for a voluntary or mandatory system;

THEREFORE, BE IT RESOLVED, that the CEU as defined by the National Task Force on Continuing Education be used to record participation in continuing education activities; and

BE IT FURTHER RESOLVED, that recognition of CEUs acquired by an individual in one jurisdiction seeking licensure in another jurisdiction or by a member of one State Nurses' Association seeking membership in another State Nurses' Association be accepted by the eight States in the MCPEN region as evidence of continuing education.

\*One Continuing Education Unit is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction."

Amended March 23, 1973

## APPENDIX F

GROUP / ORGANIZATION	USING CEU	CONSIDERING	CONSUMER	PRODUCER	GUIDELINES	126 COMMENTS
<u>HEALTH RELATED</u>						
American Academy of Physician's Associate		X	X	X		
American Academy of Pediatrics Office of Allied Health Manpower Pediatric Nurse Associate Pediatric Nurse Practitioner		X				Am. Academy of Pediatrics-American Nurses' Assoc. Liaison Comm. has under consideration the utilization of the CEU for programs throughout the U. S.
American Assoc. of Medical Assistants (16,000 members)		X	X	X		Will shortly begin utilizing the CEU with a four-part self-guided study program. Program is being developed by NATRESOURCES and will also be administered by them.
Nurses' Assoc. of the American College of Obstetricians and Gynecologists		X	X	X		Plan to utilize the CEU for a series of post-graduate seminars. Developed by NATRESOURCES.
American Nurses' Association						Endorsed in <u>An Interim Statement on Continuing Education in Nursing</u> , Sept. 1972 with guidelines
National Assoc. of Boards of Pharmacy						Endorsed in the <u>Uniform Professional Continuing Education Act</u> for state boards of Pharmacy. This is a model act for state boards. Of the five states now requiring compulsory c. e. for relicensing, all are using the contact hour. (see Exhibit C)
Missouri Veterinary Medical Assn.			X			Had originally planned to utilize the CEU, but changed to formal and informal designations. "In other words we are using the guidelines of the National Task Force but we decided not to use the CEU term as it would merely confuse the veterinarian out in the field."
Homemakers Home and Health Care Services, Inc. (Div. of Upjohn) 30,000 employees - the nation's largest deliverer of home health care and institutional staff relieving services	X	X	X	X		Considering primarily for their paraprofessional training programs

GROUP / ORGANIZATION	USING CEU	CONSIDERING	CONTEST	PRODUCER	GUIDELINES	COMMENTS
The Presbyterian Hospital at Columbia-Presbyterian Medical Center, New York City	X		X	X		"Response to giving courses for credit has been positive. . . . have had numerous requests for more courses - whether this is because of the impending legislation, the use of the CEU or the excellence of the programs - I am not sure. Perhaps a bit of each is responsible
The Assoc. of Operating Room Nurses, Inc.	X			X		Having been awarding CEU's for over a year for their national programs. Are using the guidelines set up by the National Task Force (see Exhibit D)
University of North Carolina School of Nursing	X			X		
University of Colorado School of Nursing	X			X		"We have found the CEU to be very useful, easy to figure and it has been accepted by all agencies offering cont. ed. courses in Colorado."
Alaska Methodist University Continuing Education in Nursing	X			X		
Arizona State Nurses' Assoc.	X		X	X		Have approved over 700 programs from 40+ producers. Have been using for over one year. (see Exhibit E)
Arkansas State Nurses' Assoc.		X	X	X		ASNA Cont. Ed. Committee plans to set standards
University of Arkansas School of Nursing - Continuing Education Project		X		X		Awaiting University permission to begin
California Nurses' Assoc.		X	X	X		Calif. law of compulsory c. e. for nurses spells out one contact hour
Children's Hospital San Francisco		X	X	X		
Colorado Nurses Assoc.	X		X	X	X	CEU's granted for cont. ed. activities, professional practice activities, and professional organizational activities (see Exhibit F)
Connecticut Nurses' Assoc.		X	X	X		A system of recognition for c. e. is presently being developed by CNA (Nursing Education Committee)
Delaware Nurses' Assoc.		X	X			

GROUP / ORGANIZATION	USING CEU	CONSIDERING	CONSIDER	PROPOSE	GUIDELINES	COMMENTS
District of Columbia Nurses' Assoc.	X		X	X		using in modified form - Each unit is called a CERP (Continuing Education Recognition Point) 1 CEU = 3 CERP
Washington Hospital Center, D. C.		X				
Florida Nurses' Assoc.	X		X	X	X	Adopted the Arizona Nurses' Plan
Medical College of Georgia School of Nursing	X					
Hawaii Nurses' Assoc.		X	X	X		A committee is working on a revision of our Nurse Practice Act to provide for cont. ed. requirements for relicensure - target 1974
Idaho Nurses' Assoc.		X	X	X		Voluntary certification of cont. ed. participation is under study
Illinois Nurses' Assoc.		X				The INA Council on CE plans to develop, implement, and administer CEU's
Rush-Presbyterian-St. Luke's Medical Center (Chicago)		X				Have just obtained University status - hope to establish a c. e. dept. to produce CEU's
Indiana State Nurses' Assoc.		X	X	X		Committee of nurse representatives is currently working for a statewide plan for C. E. for nurses. Includes the study and possible use of the CEU (see Exhibit G)
Indiana University Northwest Continuing Nursing Education		X	X	X		
Iowa Nurses' Assoc.	X		X	X	X	effective June 1, 1973 - partial guidelines enclosed (see Exhibit H)
Kansas State Nurses' Assoc.	X		X	X		voluntary program for verifying and awarding CEU's to members only (see Exhibit I)
Stormont-Vail Hospital	X		X	X		CEU's for nursing only
University of Louisville School of Medicine		X				
Appalachian Regional Hospitals		X	X	X		
Kentucky Nurses' Assoc.	X		X	X		
Louisiana State Nurses' Assoc.		X		X		"The CEU does not address itself to behavioral or learning objectives - it only counts hours a body was present - what about the brain?"



GROUP / ORGANIZATION	USING CEU	CONSIDERING	CONSUMER	PRACTICE	CHALLENGES	129 COMMENTS
Maine State Nurses' Assoc.		X	X	X		the assoc. is well along in developing its plans for use of the CEU
Maryland Nurses' Assoc.		X	X			
Massachusetts Nurses' Assoc.	X		X	X		our pilot project is just starting - problems are anticipated, but will be worked out - membership has been encouraged to participate (see Exhibit J)
Middlesex Respiratory Disease Assoc.		X		X		In need of info - please send and advise on process of incorporating into our programs
Michigan Nurses' Assoc.		X	X	X		MNA is considering the CEU as well as mandatory o. e. for relicensure
Michigan State University School of Nursing		X	X	X		
Minnesota Nurses' Assoc.		X	X	X		We are studying the CEU. A special task force has approved it as a measurement value.
Minnesota Board of Nursing		X				
University of Minnesota School of Nursing		X		X		School of Nursing has accepted CEU. Awaiting University-wide adoption.
United Hospitals, Inc. (St. Paul)		X	X	X		applies to programs coordinated by Health Ed. Dept.
Mississippi Nurses' Assoc.		X	X	X		Committee to present recommendation to House of Delegates, Apr 5, 1973
Third District, Missouri Nurses' Assoc.	X		X	X	X	approved 104 programs from 46 different agencies in 1972 (see Exhibit K)
Midwest Continuing Professional Education for Nurses						Attempting to promote a standard CEU plan for state nursing assoc.'s and state board's of nursing in Illinois, Iowa, Kansas, Kentucky, Missouri, Nebraska, Oklahoma, & South Dakota (see Exhibit L)
St. Louis University Medical Center	X			X		extensive CEU offerings (see Exhibit M)
BiState Regional Medical Program	X			X		CEU's offered in conjunction with St. Louis Uni. Med. School

GROUP / ORGANIZATION	USING CEU	CONSIDERING	CONSIDER	PROMOTING	GUIDELINES	COMMENTS
Montana Nurses' Assoc.		X	X	X		We are setting up a certification program which gives recognition for professional activities which would not be applicable for CEU - however we feel we may change at a later date.
Nebraska Nurses' Assoc.		X	X	X		Board has adopted the use of the CEU and presently developing cont. ed. criteria
Nevada Nurses' Assoc.		X	X	X		(see Exhibit N)
New Hampshire Nurses' Assoc.	X		X			working closely with Div. of C. E. at Uni. of New Hampshire
Montefiore Hospital & Medical Center (Bronx, N. Y.)		X		X		
East Carolina University School of Nursing		X	X	X		
North Dakota State Nurses' Assoc.	X		X	X		
Ohio Nurses' Assoc.		X		X		are using the basic ANA Interim Statement on c. e. which includes info from National Task Force on the CEU
University of Cincinnati Dept. of Community Health		X		X		
Clark Technical College (Ohio) Continuing Education		X		X		
St. Elizabeth Hospital (Ohio) Dept. of Medical Education		X		X		Idea great - awaiting decision for set number of hours yearly - then will implement
Oklahoma State Nurses' Assoc.		X				ad hoc cont. ed. committee working on implementation
Oregon Nurses' Assoc.		X	X	X		State Board of Nursing is establishing an office of cont. ed. as our licensing law proposal in the legislature may require cont. ed.
Rhode Island Nurses' Assoc.		X	X			
South Carolina Nurses' Assoc.		X	X	X		We have to develop certification of cont. ed. as one evidence of competency - voluntary at this time

GROUP / ORGANIZATION	USING CEU	CONSIDERING	CONSUMER	PROFESSOR	CREDENTIALS	COMMENTS
South Dakota Nurses' Assoc.		X		X		Working through NCPEN to standardize in 8 state region
South Dakota State University College of Nursing		X		X		
Texas Nurses' Assoc.			X	X		TNA is proposing a recognition plan for cont. ed - the plan is based on 75 pts - one pt. for each contact hour - no present plans to convert to CEU's, but it is recognized that in the future we may - conversion would be simple
Incarnate Word College (Texas)	X			X		
Utah Nurses' Assoc.		X	X	X		Have adopted a certification plan (volunteer) effective Jan, 1972 - The adopted point system is up for CEU modification - approval expected in May 1973
University of Utah College of Nursing		X		X		Planning to implement in the near future
Vermont State Nurses' Assoc.		X	X	X		Plan to implement this fall - we see the professional organizations for nursing as having the responsibility to see that c. e. is provided
University of Vermont School of Nursing		X	X	X		Much interested in establishing criteria and uniformity in cont. ed. offerings
Virginia Nurses' Assoc.		X	X	X		
Virginia Commonwealth University Medical College of Virginia Health Sciences Division	X			X		no problems in applying CEU to our non-credit ed. activities - furthermore, the consumers like it!
Washington State Nurses' Assoc.		X	X	X		Assoc. has a committee on Cont. Ed. studying methods of credentialing CNE and related activities, including record maintenance
West Virginia Nurses' Assoc.		X		X		have voluntary certification through WVNA under consideration - to be voted on at Fall 73 convention
Wisconsin Nurses' Assoc.			X	X		no plans at present to adopt CEU - currently studying voluntary vs. mandatory cont. ed.

CREDIT / ORGANIZATION	USING CEU	CONSIDERING	CONSUMER	PRODUCER	GUIDELINES	COMMENTS
University of Wisconsin Nursing Extension				X		using alternate approach - one cont. ed. hour = 1 CEU = 10 CEH's
Wyoming Nurses' Assoc.		X	X	X		

## APPENDIX G

CONSTRUCTION INDUSTRY ADVANCEMENT PROGRAM  
OF THE  
ASSOCIATED GENERAL BUILDING CONTRACTORS OF SOUTH JERSEY

CERTIFICATE PROGRAM  
CONSTRUCTION OFFICE LEADERSHIP

The Construction Industry Advancement Program of the Associated General Building Contractors of South Jersey together with Rutgers University Evening Extension Division jointly are offering a certificate in Construction Office Leadership to those who have construction office experience and who complete the required and elective courses provided now and in the future.

The certificate in Construction Office Leadership will be granted to those who have experience in a construction office and who have satisfactorily completed courses which together total approximately 40 C.E. Units. A "Continuing Education Unit" (C.E.U.) is defined as *"Ten contact hours (500 minutes) of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."* It is not the same thing as a college credit but is a substitute which is becoming widely accepted mainly because its use does not imply previous academic achievement as is necessary for college credit courses. A class session of 150 minutes each for ten weeks is thus equal to three C.E. Units.

EXPERIENCE REQUIREMENTS:

At least two full years of experience in a construction office in work directly related to the specialized field of choice is required before the certificate will be issued.

EDUCATION REQUIREMENTS:

The candidate must have satisfactorily completed at least 40 C.E. Units of course work related to the type of work for which he seeks the certificate. Upon submission of the application an evaluation will be made of the candidate's background and objectives and recommendations will be made of the courses to be taken.

If the candidate seeks certification in a field in which recognized Associate Degrees are issued in our geographical area, he may be required to complete the Associate Degree before the certificate is granted.

The educational requirements are necessarily flexible depending on the area of specialization and the present level of vocational accomplishment of the candidate. Every effort will be made to assure that those granted certificates are as qualified as possible.

## APPLICATIONS:

135

Those who plan to take the required training for the certificate must make application in advance as soon as possible stating their intention to do so. Certificate candidates will have their records reviewed by a joint faculty, CIAP Committee and candidates will be offered free guidance if necessary or desired by them. Application forms are available from the CIAP office or the Rutgers Evening Extension Division Office.

## FLEXIBILITY:

This program is necessarily subject to change as course offerings change and as we gain better knowledge of the needs of the students and the industry.

## CREDIT EQUIVALENTS:

It is not necessary that all courses offered for completion be taken at Rutgers. Courses may be taken elsewhere and offered as partially filling the requirements for the certificate, but at least half of all courses must be taken at Rutgers. Credit for courses taken elsewhere will be determined by a joint faculty CIAP Committee upon application of the candidate.

Those who have not taken construction mathematics may receive credit for the course by achieving a passing grade on an examination to be given by Rutgers on a date to be announced.

## WHAT DO THE CERTIFICATES MEAN?

The certificates are evidence that the holders have expended the extra energy and time necessary to gain the knowledge considered essential for the effective construction office supervisor. The certificates cannot guarantee a job to the holder nor do they assure the employer that the holders are altogether qualified for construction office leadership as there are many other factors involved. But the employer would be very wise to try to pick from among those who have taken the training. The man with the training represents the best investment other things being equal.

The certificates will be suitable for framing and will be accompanied by a wallet card indicating completion of the required studies.

The names of all certificate holders will be published to all contractors contributing to the CIAP and every effort will be made to encourage contractors to make use of the knowledge gained by the holders.



## APPENDIX H

"continuing education thru total involvement"

# INDUSTRIAL DRYING TECHNOLOGY

A THREE DAY  
INTENSIVE COURSE

February 5-7, 1973 - Edison, New Jersey



## LODGING AND TRANSPORTATION

This course will be held at the Ramada Inn in Edison, New Jersey. A block of rooms is being held for our registrants. With your acceptance you will be sent a room reservation form. Participants must make their own reservations. Transportation notes will be included with your acceptance.

## THE CENTER

A private educational institution, THE CENTER FOR PROFESSIONAL ADVANCEMENT is dedicated to providing pragmatic and intensive post-graduate education to meet the increasingly accelerated demand for continuing professional education.

During the past five years, THE CENTER has offered almost 200 courses in a wide variety of technical fields including Analytical Chemistry, Biochemistry and Pharmaceutical Applications, Chemical and Process Engineering, Food Technology, Industrial Safety, and Electronic, Mechanical and Power Engineering. The 5,000 people who have attended these courses were sent by the largest and most prestigious companies, institutions and government agencies in this country and abroad.

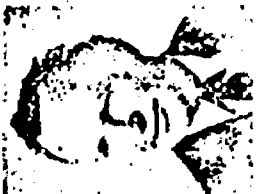
Currently there is a roster of over 120 courses available in the above fields with additional courses continually under development. Courses are generally offered in one or more of the following locations: San Francisco, Chicago, Houston and Somerville.

If you would like a descriptive brochure listing the Center's regularly scheduled courses, please ask for our *General Brochure* and our *List of Short Courses for 1972*. Please address your inquiries to:

Mrs. Edith Webb, Registrar  
THE CENTER FOR  
PROFESSIONAL ADVANCEMENT  
Div. of Technological Advancement Center, Inc.  
P.O. Box 997  
29 Division Street  
Somerville, New Jersey 08876  
Phone (201) 722-8111

## COURSE DIRECTOR

Dr. Ralph E. Peck is Professor of Chemical Engineering and former department chairman for 14 years at Illinois Institute of Technology where his fields of specialization include drying technology and mass and heat flow in flowing liquids and particulate solids. He has also been a visiting Professor at Punjab University in India and at Technion in Israel where he was a consultant to the Israeli Ministry of Development or desalination processes.



His over 30 publications have covered both theoretical and practical subjects in chemical engineering including topics in heat transfer, drying, flow, measurement techniques and adsorption processes. His latest publication, in cooperation with D. T. Wozan, is the chapter "Drying of Solids, Particles and Sheets" (in *Advances in Chemical Engineering*), Vol. 9 published by Academic Press.

Dr. Peck holds the Bachelor of Chemical Engineering and Ph.D. degrees from the University of Minnesota.

Dr. Peck will be assisted by a group of highly informed specialists who are expert and have current operation experience with the processes and equipment they discuss.

## CONTINUING EDUCATION UNITS

1.8 Continuing Education Units per day will be awarded for participation in this short course. This is based upon ten classroom contact hours per unit as recommended by the National Task Force that has promulgated "a uniform unit of measurement of participation in noncredit continuing education." Reference: "Introducing the Continuing Education Unit," Professor Paul Grogan, *Engineering Education* 61, 888-9 (1971). Reprint available upon request.



## APPENDIX I

## CERTIFICATION OF CONTINUING EDUCATION FOR REGISTERED NURSES

Program accepted by the membership of ASNA at the 48th Convention, November 11-13, 1971, as a pilot project for the next two years.

### INTRODUCTION:

In "Avenues for Continued Learning," ANA 1967, it is stated clearly that "Education for nursing must be a continuing process. No program of basic education, whatever its type or quality, could possibly encompass all that the practitioner will need to know for skilled practice throughout a life-time career. -----For continuing practice, increasing emphasis is placed upon the necessity for each practitioner -- teacher, engineer, doctor, or nurse -- to keep skill and competencies current with the growth of knowledge in each field."

The Report of the National Commission for the Study of Nursing and Nursing Education more strongly advocates a continuing education system. It proposes that "all licensure laws be revised to require periodic review of the individual's qualifications for practice as a condition for license renewal. The standards for this periodic review should be conventional; that is, presentation of evidence of continuing study and/or assessment by employers and peers."

The Arizona State Nurses' Association accepts the fact that education for practice must be continuous. To submit the standards for the quality and quantity of continuing education in nursing to the legislative procedures which govern the licensure of nurses is premature in Arizona--especially in light of the existing legislative overtures advocating multi-disciplinary licensure board consolidation. Certification is a recognition of the individual's efforts and does not affect the issuance or renewal of the RN license in Arizona at this time.

The appropriate body to initiate a certification program is the Arizona State Nurses' Association. The Association has, at its disposal, the structure to accomplish certification and is accessible to all Registered Nurses in the State.

### PURPOSE:

1. To recognize those nurses who strive toward higher standards in nursing care.
2. To encourage the acquisition of knowledge to counter-balance the rapid obsolescence of practice and skills, and thus enable practitioners to participate at optimum level in the delivery of health care.
3. To motivate those nurses who have heretofore accepted basic education and continued employment as sufficient for maintenance of skills.
4. To provide the individual nurse with proof of individual effort to acquire current, professional knowledge.

Initial certification is for a one year period after which time re-certification may be obtained for each additional three year period.

Any registered nurse may submit an application for initial certification. Once the application is made, the nurse must complete the necessary requirements within one year from the date of application.

A new graduate has a year following graduation to make application for initial certification. He must be licensed as an R.N. and be a member of the professional organization. Following initial certification, the nurse has three years to meet the requirements for re-certification. The requirements are described in Section 3.

If an individual is not able to meet the requirements for re-certification because of extenuating circumstances, he may submit a formal written request to the Board of Directors, A.S.N.A., for an extension period. Upon approval by the Board of Directors, he may have a two-year extension period (without certification) and, in addition to completing the necessary 15 units, will be required to complete an additional 5 units from either Group A and/or Group B for each year during this extension period.

## SECTION 2: Continuing Education Unit (CEU) -- Decimal System

The Continuing Education Unit is defined as follows:

Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

The CEU will be used for the measurement, recording, reporting, accumulation, and recognition of participation by nurses in programs which seldom in the past have been recorded in any formal or systematic way.

In general, the CEU is intended to serve all interests in continuing education, whether public or private, and whether individual, instructional, institutional, organizational, governmental, or societal. The unit is also applicable to the appropriate learning experiences of nurses at all levels from post-diploma to post-doctoral.

The number of CEU's awarded will be determined by considering the number of contact hours in a formal learning situation, and evaluating any other experiences connected with the program. The decimal system will allow the record to reflect the number of units to be awarded, based upon contact hours. The unit has the advantage of being computed directly and simply for all formats and durations of continuing education programming wherever contact hours or their equivalent can be determined. The ten-hour unit also permits the use of the decimal system for partial units if needed.

In using the CEU, there is no attempt being made to change or standardize the methods or format of the various continuing education activities.

The CEU represents a sufficiently small amount of participation in continuing education so that it is possible for an individual to accumulate a substantial number over limited periods of time.

**CONTINUING EDUCATION UNIT: DECIMAL SYSTEM CONVERSION TABLE**  
 (Formula: 10 Contact Hours = 1 CEU)

Contact Hours =	CEU	Contact Hours =	CEU	Contact Hours =	CEU
100	10.0	10	1.0	1	0.1
200	20.0	20	2.0	2	0.2
300	30.0	30	3.0	3	0.3
400	40.0	40	4.0	4	0.4
500	50.0	50	5.0	5	0.5
600	60.0	60	6.0	6	0.6
700	70.0	70	7.0	7	0.7
800	80.0	80	8.0	8	0.8
900	90.0	90	9.0	9	0.9

Contact Minutes =	CEU
15	0.025
30	0.050
45	0.075

**SECTION 3: Certification Requirements**

**A. Initial Certification**

- I. Current licensure as an R.N.
- II. Five Continuing Education Units (50 contact hours) must be met within one year after application has been submitted.
- III. New Graduate from a Basic Program (ADN, Diploma, BSN)
  - a. Current licensure as an R.N.
  - b. Membership in the professional organization

**B. Re-certification**

- a. Current licensure as an R.N.
- b. A total of 15 Continuing Education Units (150 contact hours) over a three year period of time.
  1. 9 units (90 contact hours) must be selected from Group A.
  2. The remaining 6 units (60 contact hours) may be from either Group A or Group B.



GROUP A	Contact Hours	CEU's
<p>1. Continuing Education: (Workshops, seminars, conferences, certified training programs, etc.) as approved by the Continuing Education Approval Committee.</p> <p>Examples: An approved one week short course usually approximates 30 contact hours or 3.0 units</p> <p>An approved two day program usually approximates 10 to 12 contact hours or 1.0 to 1.2 units</p> <p>An approved five session evening program, meeting for 2 hours per session, would approximate 10 hours of instruction or 1.0 units</p>	<p>30</p> <p>10 to 12</p> <p>10</p>	<p>3.0</p> <p>1.0 to 1.2</p> <p>1.0</p>
2. Presentations at meetings, workshops, conferences, or seminars for nurses or allied professionals (maximum 2-1/2 contact hours per presentation)	2.5	.25
3. Publication of scholarly article (maximum 2-1/2 contact hours per article)	2.5	.25
4. Formal academic study relevant to nursing or fulfilling a requirement for a degree in nursing		
a. 1 semester credit	10 to 15	1.0 to 1.5
b. Audit of academic courses 1/4 the recognition units the course would ordinarily earn	2.5 to 2.75	.25
5. Publication of a book	To be evaluated individually	
GROUP B (Maximum allowed 6 units/3 years)	Contact Hours	CEU's
1. Membership in A.N.A.	5 per yr.	.5
2. Holding an elective office and/or actively participating on a district, state, or national professional committee.	5 per yr.	.5
3. Attendance at Convention--ANA or SNA	5 per yr.	.5
4. Assigned as representative of DNA, SNA, or ANA to community action planning committee; liaison activity	5 per yr.	.5

Continuing Education is . . . the organized and planned presentation of appropriate education experiences at a professional level which may or may not be university oriented - or developed directly by the employing agency, but related to its needs and programs - and directed at the exploration of new ideas, trends, developments, and the exposure of new dimensions which improve the individual's professional competence and may be expected to exert a broad and long-range effect on the field. In-service may be a form of continuing education.

A course is primarily a series of instructional meetings conducted by one or more experts and in which the participants receive information about best current practice and innovative ideas in a specialized area of interest. A course is an established and generally accepted way to review fundamentals and learn new techniques. In nursing, major emphasis is usually placed on the practical application of the subject matter. The hours of class time and the length of courses vary, depending upon the course objectives, the time required to meet them, and the policies of the sponsoring institution.

A seminar involves a small group of participants who meet after selection of a topic or study area and preparation for group discussion through reading, experimentation, or other experiences. During the meeting, participants exchange ideas and experiences, and discuss in depth the topic or area selected. Each seminar is directed by a carefully selected, competent leader, usually, but not necessarily, a regular member of the seminar. The emphasis in a seminar is on discussion and the free exchange of ideas and experiences.

A conference brings together large groups of participants for one or two days to hear from carefully selected experts the latest developments and activities in the subject area. The object of attendance at this type of meeting is to learn about recent developments and listen to the ideas of leaders in the field as stimuli for individual thought and action.

A workshop is a type of meeting that offers opportunities for persons with a common interest or problem to meet with specialists to consider new knowledge and practices and to experience working on specific relevant tasks in small groups.

An institute is a training meeting, usually one to three days in length. New material is presented to the participants to provide information or to stimulate study and action, or both. The workshop or institute concentrates the learning within a limited, continuous period and provides uninterrupted "learning environment" from the beginning to the end of the program. Workshops and institutes are two of the most frequently used forms of organized adult educational offerings.

WICHEN -- Western Council for Higher Education in Nursing, which sponsors seminars, workshops, conferences, Continuing Education Programs, and other types of higher, or advanced, education experiences in nursing.

## SECTION 5: Continuing Education Approval Committee

### A. Committee Members

The committee will consist of 7 members including a Director of Nursing Service, a Nurse Educator, two Practitioners of Nursing (staff or field

level), a nurse involved in Inservice programming, a nurse employed in private practice, an office or a clinic and an elected Director of the ASNA Board. These individuals may represent any institution or agency and are members of ASNA.

#### B. Selection of Committee Members

Members of this committee are selected by the Board of Directors, ASNA. The members to this committee will be selected each year for terms which provide for continuity of membership; i.e., 3 members are selected each year; Director, ASNA each 2 years. The committee members select their own chairman. In the event of a vacancy in the committee, the Chairman will recommend a replacement with Board approval.

#### C. Functions

This committee shall perform the following functions:

1. Determine criteria for approving continuing education activities.
2. Approve activities for CEU's and assign the unit to the activity.
3. Approve applications from members for CEU's.
4. May amend sections 6 and 8 of this plan by a 2/3 majority vote of its members.

### SECTION 6: Procedures

#### I. Prior Approval

A. When seeking prior approval of any type of continuing education program, the following procedure should be observed (see Form #104):

##### 1. When to submit:

At least 30 days prior to the program  
or  
3 weeks prior to needing the approval for program printing.

##### 2. What to submit:

Three (3) copies of the tentative program. In order to evaluate the program, the committee must have:

- a. The objectives(s) (or purpose) (or aim).
- b. Description of the program (or format) (or curriculum).
- c. Qualifications of the speakers (faculty), not necessarily degrees held, but evidence of preparation for this presentation.
- d. Identification of the program sponsor or cooperating sponsors.
- e. Type of audience the program is planned for.

### 3. Where to submit:

Continuing Education Approval Committee  
Arizona State Nurses' Association  
1137 East McDowell Road  
Phoenix, Arizona 85006

The chairman of the committee returns the approved materials to the ASNA headquarters, which then notifies the applicant of the evaluation results. The number of CEU's may then be printed on programs; announced at the meeting; or be otherwise disseminated.

- B. The Continuing Education Approval Committee encourages worthwhile District meetings and attendance at those meetings. Districts are urged to plan programs and apply for prior approval as described in A. #1. An entire year's plan, or several months, may be evaluated at once. In the case of these district program meetings, one attendance list, signed by the President or Secretary, may suffice for the individual attendance form.
- C. Inservice Education programs, in order to receive CEU's, must be planned on a relatively long term basis with clear indication of objective(s), curriculum and faculty, as described in A. #1. Attendance at each portion of the program must be verified by the Inservice Director's signature.  
  
Inservice Education programs may be awarded CEU's for portions of the program, or the entire program (as determined by the Continuing Education Approval Committee).
- D. If a nurse participates in continuing education activities (in-state or out-of-state, informal or formal academic studies), he should obtain a Subsequent Approval Form (Form #102) from ASNA headquarters and submit as directed. NOTE: This application must be mailed within 10 days following completion of the education activity.
- E. Participants attending approved activities will receive Form #101 at the beginning of the meeting on which to indicate the actual hours attended. These forms may be submitted at the end of the meeting and sent to ASNA headquarters. If the ASNA members cannot complete the information required, the form may be returned directly to ASNA headquarters not more than 10 days after the meeting. The forms given at the particular meeting are the only ones acceptable in reporting activities which have prior approval. This is the preferred type of approval.

## II. Subsequent Approval

- A. When seeking subsequent approval for continuing education activities, including all academic courses, on an individual basis, the applicant should observe the following procedure:

### 1. When to submit:

The application must be mailed within 10 days following completion of the educational activity.

## 2. What to submit:

Form #102 completely filled out.

In order to evaluate the experience, the committee must have:

A copy of the pertinent program, grade slip, transcript, certificate, or description of the activity.

## 3. Where to submit:

Continuing Education Approval Committee  
Arizona State Nurses' Association  
1137 East McDowell Road --- Phoenix, Arizona 85006

Total number of CEU's approved will be indicated and signed by the Chairman of the committee. A copy of the information will be sent to the nurse provided a self-addressed, stamped envelope is enclosed.

## SECTION 7: Manner In Which Recognition Is Given

Nurses are encouraged to strive for the acquisition of 15 CEU's in each three year period (accumulation of units will be kept for each nurse at the ASNA headquarters).

- A. A certificate of recognition will be awarded each nurse who achieves the above goal.
- B. A letter of commendation regarding the nurse will be sent to the individual's employer upon award of recognition.
- C. Further means of recognition may be implemented by the Board of Directors of ASNA and/or any of the ASNA District Associations.

## SECTION 8: Additional Information

### A. Discrepancy in Reported CEU's:

If a discrepancy occurs between the members calculation of units accrued and the ASNA statement, the member must report it within thirty (30) days, otherwise the report is considered accurate.

### B. Appeal of Non-Approval:

If an activity is not approved (prior or subsequent) by the Continuing Education Approval Committee for CEU's, a formal written request by the sponsor and/or nurse must be sent to the committee within thirty (30) days. The committee will reconsider the request based upon the data (see Section 6, I and II) submitted. At all times, the decision of the committee is final.

### C. Requests for Interim Report of Certification of CEU's:

If an individual requests an interim report of the accumulated CEU's documented at ASNA headquarters, a written request must be submitted to the Executive Director, ASNA, and accompanied by a fee of \$1 per report along with a self-addressed, stamped envelope.

## APPENDIX J

VOLUNTARY CERTIFICATION FOR CONTINUING COMPETENCE OF  
THE REGISTERED NURSE IN COLORADO

Purpose

The primary aim of the voluntary certification proposal is to foster high standards of nursing practice, and to promote the professional and educational advancement of registered nurses to the end that all people may have better nursing care.

Philosophy

We believe that constant concern for current knowledge and competent practice must characterize all types and levels of nursing.

We believe that knowledge of current practice through self assessment and peer review will enable the nurse to define his own continuing education activities.

We believe the certification proposal must offer each nurse a measurable criteria for learning that is attainable.

We believe it is the responsibility of the individual nurse to maintain competency in practice.

We believe in the concept of research to measure current nursing performance and evaluating the effectiveness of education in improving performance.

Objectives:

1. To provide a voluntary certification program through the professional organization.
2. To give recognition to nurses who participate in continuing education and practice to maintain professional competence.
3. To utilize three areas in measuring continuing competency:
  - A. Professional Continuing Education Activities
    - (1) Continuing Education
    - (2) Formal Academic Study
  - B. Professional Practice Activities
  - C. Professional Organization Activities



## CRITERIA FOR VOLUNTARY CERTIFICATION

### CERTIFICATION

Certification is a recognition of the individual's efforts toward continued competency and does not affect the issuance or renewal of the R. N. license in Colorado at this time.

### RECERTIFICATION

The period between certification and recertification should be three years.

### REQUIREMENTS FOR CERTIFICATION

10 Units are required in one year.

For original certification the following maximum may be achieved in any one area:

- |   |         |
|---|---------|
| A. Professional Continuing Education Activities | 5 units |
| B. Professional Practice Activities             | 5 units |
| C. Professional Organization Activities         | 2 units |

The required 10 units may be any combination of the above units.

### REQUIREMENTS FOR RECERTIFICATION

30 units are required in three years.

For recertification the following maximum may be achieved in any one area within a three year period.

- |   |          |
|---|----------|
| A. Professional Continuing Education Activities | 15 units |
| B. Professional Practice Activities             | 15 units |
| C. Professional Organization Activities         | 6 units  |

## GUIDELINES FOR VOLUNTARY CERTIFICATION

To maintain certification, it is expected that each licensed nurse shall select from the following list those activities best suited to his circumstances and interests. In each three year period, total credit earned shall be a total of 30 units. Variations from the suggested list will be considered on an individual basis by the certification commission.

### Group A.                    PROFESSIONAL CONTINUING EDUCATIONAL ACTIVITIES

<u>Educational Unit</u>	<u>Unit Credit</u>
<p>The educational unit decimal system is based on 10 contact hours of participation in an organized continuing education experience.</p> <p style="margin-left: 100px;">1 hr. class time = 1 contact hour 10 contact hours = 1 education unit</p>	
	1 contact hr. .1 unit
1. All planned non-credit learning activities, including workshops, seminars, conferences, inservice, certified training programs.	
2. Presentations at meetings, workshops, conferences seminars, for nurses or allied health professionals.	
3. Self-directed Study	
Group Study	
Programmed Instruction	
Journal Club	1 contact hr.
Journal Reading	.1 unit
Publication of a scholarly article	
(Consultation concerning self with a member of the certification commission available. Credit depends upon documentation of courses of study.)	Maximum that may be earned in section 3 per year is 2 units.
4. Formal academic study in nursing or a related field, i.e. one which maintains and/or improves professional competence in nursing or fulfilling a requirement for a degree in nursing.	
Semester or quarter hours	1 contact hr.
Audit of academic courses	.1 unit

### Group B.    PROFESSIONAL PRACTICE UNIT

100 hrs. worked = 1 professional practice unit  
500 hrs. worked = 5 professional practice units

500 hours would give a minimum practice exposure to those gainfully employed in any nursing field. The 1500 contact hours could be worked in one year or spread over a three year period. This would not penalize the nurse who must work part time because of personal responsibilities, but would give recognition to a minimum of contact hours to maintain competence.

GROUP C. PROFESSIONAL ORGANIZATION ACTIVITIES

10 Contact Hours = 1 Unit

Involvement in professional activities, district, state, national, related to health care and community service.

0.5 Unit given for membership in the professional organization.

This is an optional category. You may earn a maximum of 2 units in one year or 6 units in three years to supplement either education or practice units.

**SUGGESTED RECOMMENDATIONS FOR IMPLEMENTATION****IT IS RECOMMENDED:**

That the implementation date for the certification program be January 1973 but that it be retroactive to January 1972 for accumulation of points.

That initial certification for any registered nurse will be available within one year after application. Re-certification would follow every three years. Units earned retroactive to January 1972 would be applicable to certification.

That the appropriate body to recognize nurses in their efforts to maintain competence through a voluntary certification program is the Colorado Nurses' Association.

That a nine member commission representing occupational and geographical areas be appointed, following acceptance of the certification program to work on implementation. It would be desirable that these appointments be made by May 1, 1972, and continue until the next convention in 1973, at which time a new commission would be formed composed of four of the original appointees from the commission serving an additional one year term, plus five members to be elected for two year terms.

That each nurse be responsible for recording his/her own record of involvement.

That a certificate be awarded upon certification by the CNA.

That new graduates be certified upon graduation. Recertification would occur three years following graduation.

That nurses who have been unemployed in nursing for more than three years have the practice points waived for a period of six calendar months of employment and until an evaluation is conducted by the employer.

That nurses coming from other states with credentials from other certification programs have their credentials evaluated on an individual basis, and certification in Colorado awarded on an equivalency basis. Those coming from states where no certification program exists would have a stated period of time to meet the requirements.

That there be an appeal mechanism and this be through the CNA Board of Directors or a subcommittee of that board, relating to decisions of the certification commission.

That there be an ongoing evaluation of the certification program.

Accepted as amended by the  
House of Delegates of the  
Colorado Nurses' Association  
on Thursday, April 6, 1972.

## APPENDIX K

## CONTINUING EDUCATION FOR REGISTERED NURSES

(TENTATIVE DRAFT)

Introduction:

In "Avenues for Continued Learning", A.N.A., 1967, it is clearly stated that "Education for nursing must be a continuing process." The A.N.A. endorses the concept of continuing education for all registered nurses as one of the means by which nurses can maintain competence and meet the standards of practice developed by the profession. In view of the national interest in continuing education and the pressures being imposed in Iowa by the Legislative Interim Study Committee on Occupational and Professional Licensure, as well as the Governor's Commission to Study Nursing and Nursing Education, and also the direction taken by the I.N.A. House of Delegates in 1972, it is the intent of the I.N.A. to provide a structure for verification of voluntary continuing education.

Continuing Education Defined:

For the purpose of clarification, the term continuing education applies to significant planned learning experiences which include such offerings as workshops, seminars, institutes, conferences, non-credit courses, short courses, refreshers, in-service/staff development programs, and selected professional nursing or related lectures. (See page of above terms defined.)

In contrast, the formalized learning experiences offered in colleges and universities for which academic credit is earned will be referred to as continued education.

As academic credit is recorded and transcripts can be obtained at any time they are needed, the recording of CEU's by I.N.A. will be limited to the recording in a systematic way the here-to-fore non-recordable educational experiences which are included in the definition of continuing education above. Continued education is recognized as an accepted and most desirable method for promoting professional growth.

Purposes of Program:

1. To recognize those nurses who strive toward higher standards in nursing care.
2. To motivate nurses to accept the need for education beyond the basic programs and the learning which results from continued employment.
3. To encourage practitioners to participate at optimum level in health care delivery by maintaining professional competency and acquiring new knowledge.
4. To contribute to the promotion of the quality of continuing education through the process of evaluation of offerings according to established criteria.
5. To provide the individual nurse with proof of individual effort to acquire current professional knowledge.

Procedure for Recording Continuing Education Units:

1. Assignment of continuing education units to offerings.

a. Definition of Continuing Education Unit

The Continuing Education Unit is defined by the National Task Force on Continuing Education Unit as follows:

"Ten individual or contact hours of participation in an organized learning experience in which the sponsor, content, format, and direction or name of the person in responsible charge of the activity are clearly identified. These are the minimum criteria essential to establishing the validity of the continuing education unit regardless of purpose to which it later may be applied. This unit of measure compares favorably in terms of its contact-hour requirements with the quarter hour of credit already established as a significant and acceptable threshold level of formal learning effort by an individual."

2. Application of the individual member for initial recording of Continuing Education Units. (See attached form.)

3. Member submits the record of program approved for Iowa Continuing Education Units and other appropriate evidence of attendance at out-of-state offerings, such as a copy of the program, and requests the addition of such credit to her continuing education record.

Definition of Terms:

A course is primarily a series of instructional meetings conducted by one or more experts and in which the participants receive information about best current practice and innovative ideas in a specialized area of interest. A course is an established and generally accepted way to review fundamentals and learn new techniques. In nursing, major emphasis is usually placed on the practical application of the subject matter. The hours of class time and the length of courses vary, depending upon the course objectives, the time required to meet them, and the policies of the sponsoring institution.

A seminar involves a small group of participants who meet after selection of a topic or study area and preparation for group discussion through reading, experimentation, or other experiences. During the meeting, participants exchange ideas and experiences, and discuss in depth the topic or area selected. Each seminar is directed by a carefully selected, competent leader, usually, but not necessarily, a regular member of the seminar. The emphasis in a seminar is on discussion and the free exchange of ideas and experiences.



Continuing Education for Registered Nurses  
(Tentative Draft)  
Page 4

A conference brings together large groups of participants for one or two days to hear from carefully selected experts the latest developments and activities in the subject area. The object of attendance at this type of meeting is to learn about recent developments and listen to the ideas of leaders in the field as stimuli for individual thought and action.

A workshop is a type of meeting that offers opportunities for persons with a common interest or problem to meet with specialists to consider new knowledge and practices and to experience working on specific relevant tasks in small groups.

An institute is a training meeting, usually one to three days in length. New material is presented to the participants to provide information or to stimulate study and action, or both. The workshop or institute concentrates the learning within a limited, continuous period and provides uninterrupted "learning environment" from the beginning to the end of the program. Workshops and institutes are two of the most frequently used forms of organized adult educational offerings.

*January 1973*

# BACKGROUND INFORMATION ON THE PROPOSED RESOLUTION FROM THE COMMITTEE ON EDUCATION

In view of the national interest in continuing education and the pressures being imposed toward qualifications for continuing licensure, and because the House of Delegates directed the Committee on Education to study continuing education for nursing, the Committee believes that efforts should be initiated immediately toward evaluation of offerings and the recording of individually earned units.

Therefore, the Committee plans to propose to the 1972 House of Delegates a plan for evaluation of continuing education offerings and the recording of continuing education units. The Committee proposes that the recording be kept at no additional cost to members and that a fee be set by the House of Delegates for non-members. (The Committee suggests \$10.00 per continuing Education Unit for non-members.)

The Committee offers as a definition of continuing education in nursing all significant planned learning experiences which will enable nurses to improve nursing care and meet goals for professional growth, for which degree credit is not earned.

Significant planned learning experiences may include such offerings as workshops, seminars, institutes, conferences, non-credit courses, short courses, refreshers, in-service/staff development programs, and selected professional nursing or related lectures.

The I.N.A. Committee on Education is proposing that continuing education units be assigned to offerings which meet established criteria.

The continuing education unit is defined by the National Task Force on Continuing Education Unit as follows: "Ten individual or contact hours of participation in an organized learning experience in which the sponsor, content, format, and direction or name of the person in responsible charge of the activity are clearly identified. These are the minimum criteria essential to establishing the validity of the continuing education unit regardless of purpose to which it later may be applied. This unit of measure compares favorably in terms of its contact-hour requirements with the quarter hour of credit already established as a significant and acceptable threshold level of formal learning effort by an individual."

The above minimum criteria should be expanded to include written behavioral objectives identifying the nature and scope of the content. The format should include a complete description of the offering so that others at removed locations and at later times could make intelligent judgments with respect to what the educational experience meant in terms of new learning acquired by the individual participant.

The Committee wishes to emphasize that at this point in time it is not proposing a position on including continuing education as a requirement for relicensure.

## APPENDIX L

## KANSAS STATE NURSES' ASSOCIATION CONTINUING EDUCATION UNIT

### I. History

In 1967 and 1968 at the Annual Convention of KSNA, a plan for continuing educational programs was discussed because of a felt need for keeping abreast of changes in nursing education and nursing practice. It was not until 1970 that a recommendation regarding guidelines for a point system was presented at the KSNA annual convention for implementation. This recommendation was:

That a point system identifying the continuing education of the nurse be established and implemented through KSNA.

The Committee on Careers was delegated the responsibility of drafting a plan. Subsequently, this plan was presented to the Board of Directors, KSNA and to the 1971 KSNA Convention. The Convention body moved:

That the KSNA Board of Directors develop and implement a system for assigning point credit for designated educational and/or professional activities of KSNA members and that such a system provide a plan for verification and recognition of continuing education of KSNA members.

In 1972, the Committee on Careers formulated the definition of a "continuing education unit" and the requirements and recognition of this system.

This program is optional for interested KSNA members.

### II. Philosophy

The Kansas State Nurses' Association recognizes the essential role of continuing education in contributing to the quality of nursing practice.

A verification program has been established to give recognition to those registered nurses who have improved their nursing competence through continuing education programs.

### III. Definition of Continuing Education Unit

10 contact hours - 1 unit. 1 hour - 0.1 unit.  
Hours actually spent in the approved educational activity does not include meal breaks, social hours, etc.

### IV. Requirements

A system requiring 100 units earned during a five year period meriting a Certificate of Continued Nursing Excellence has been adopted.

There are two categories in which members may earn points.

During a five year period the following Continuing Education Units may apply to a total of 100 units.

All of the units may be earned in Category I. However, 40 units must be earned in Category I.

#### Category I

1. Continuous Membership in ANA = 15 CEU/5 years
2. Approved Continuing Education Courses = 25 CEU/5 years (Workshops, seminars, institutes, conferences, conventions, inservice, circuit courses, organized self-study, etc.)

#### Category II

1. Membership in related health agencies - 0.5 CEU/year (Maximum of three agencies)
2. Holding elective office or active participation in professional or health related agency committees. National - 4 CEU/yr. (Max. 12 CEU/yr.)  
DNA - 2 CEU/yr. (Max. 6 CEU/yr.)
3. College Credit - 1 semester credit hr - 5 CEU
4. Attending meetings of other Allied Health Agencies = 0.1 CEU/2 hr. meeting
5. Volunteer in Community Services = 0.1 CEU/2 hr. service.
6. a. Research projects = 50 CEU/Major Project  
b. Publication (Editor or Article)  
National or State 2 CEU/publication  
District 1 CEU/yr.  
c. Program Presentation = 2 CEU/hr.
7. District Meetings - 0.1 CEU/2 hr. meeting
8. Work experience  
Full time = 4 CEU/yr.  
Part time = 2 CEU/yr. (anything less than full time)



## V. Implementation

You may begin earning and recording your CEU's at any period of time. However, you must earn at least 100 CEU's during a 5-year period.

Initial recognition will be presented to KSNA members at the 1973 Convention. To be eligible for initial verification in 1973 the Registered Nurse must have earned at least 20 of the 100 CEU's in the same proportion as outlined in the plan between August 1, 1972 and July 31, 1973. Those seeking initial verification in subsequent years must have earned the following minimum number of CEU's beginning August 1, 1972; 1974, 40; 1975, 60; 1976, 80; and 1977, 100. Thereafter, a Registered Nurse who received verification in 1973 will be eligible for reverification with 100 CEU's in 1978, and individuals verified in 1974 will again be eligible in 1979 by having earned 100 CEU's.

### Guidelines for evaluation programs

If program planners submit their plans well in advance of the time a program will be publicized, the Credentials' Committee will evaluate them so that CEU Credit value can be included in the printed program. The purpose of the program, an outline of the content, the proposed speakers, and the length of presentations should be included for the committee's evaluation.

### Guidelines for organized self study

Plans for organized self-study should be submitted on an individual basis. Some possibilities in this area include correspondence and telenetwork courses.

## VI. Procedures for records - forms and statements attached

1. Request the record forms from your District Secretary or send a self-addressed stamped, envelope with your request to KSNA headquarters.
2. Record your own experiences on the proper form.
3. Have your record signed by the authorized person each time you attend an activity. College credit and employment may be verified by someone in your employing agency.

4. Retain your own records until you have accumulated 100 or more CEU's in a five year period, or during this initial verification period, as outlined above.
5. Send your complete records, including the summary form, to KSNA headquarters by August 1 in any year in which you wish to be verified.



## APPENDIX M

**MISSOURI NURSES' ASSOCIATION, THIRD DISTRICT  
CONTINUING EDUCATION COMMITTEE**

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Suite 916 Beaumont Medical Building  
3720 Washington Blvd,  
St. Louis, Mo. 63108  
314/ 534-8156

**GUIDELINES FOR ASSIGNING CONTINUING EDUCATION UNITS**  
1971 - 1972

**Purpose**

To provide a standardized method for individual nurses to record their participation in continuing education programs.

To promote the Continuing Education Unit (CEU) as recognition for participation in continuing education programs.

**Definitions**

**1. Continuing Education for Nurses**

Courses, workshops, conferences, and seminars which lead to the development of the individual nurse and involve universal skills or knowledge, not institutionally oriented.

**2. Continuing Education Unit (CEU)**

Ten (10) contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction, \*

**Example:** A two day workshop on "Attitudes Affecting Rehabilitation" may include fourteen (14) hours of participation. This workshop would be recognized as carrying 1.4 CE Units. The nurse will add the events to her participation list in continuing education, and, if desirable, will submit the recognition to her employer for her dossier. A two (2) hour program on "Care of the Burned Child" would be recognized as carrying 0.2 CE Units.

**3. Eligible Programs**

Courses, workshops, conferences, and seminars sponsored by nurse associations, colleges and universities, allied professional associations, agencies and institutions. Routine job-responsibility programs will not be approved for continuing education units, such as job orientations.

Content must apply to:

1. Health care
2. Extended expertise in nursing



**Procedure**

1. Application for CE Units must be submitted in writing to Third District, Continuing Education Committee.

Applicant must include: Name of Sponsoring agent  
 Title of offering and objectives  
 Total hours of program  
 Brief description of offering

If the applicant is utilizing publicity this statement may be included on printed materials after assignment of CE Units:

"Third District, MoNA recognizes - CE Units for this offering."

2. Nurses applying individually for CE Units for continuing education where prior recognition has not been obtained from Third District (Ex: courses in other districts or states) must submit the same information in writing to Third District as is listed above.

**Record Keeping**

Nurses participating in continuing education will keep their own record. Employers of nurses may wish a copy for the employed nurses file which the nurse will furnish.

Third District will keep records for Third District members only. It is the responsibility of the member to send her continuing education unit hours to the office.

**CONTINUING EDUCATION COMMITTEE**

Emily Tait, Chairman  
 Sr. Mary Avila Brumleve  
 Carol Brun  
 Sr. Elaine Catellier  
 Marie Coleman  
 Patricia Ensley  
 Lu Govin  
 John Grellner  
 Marion Kretzer  
 Elizabeth McIntosh  
 Nedra Morain  
 Sue Petrovich  
 Estelle Young  
 Doris England, Ex-officio  
 Charlotte McDonald, Ex-officio

\* National Task Force on Uniform Unit of Measurement for Noncredit Continuing Education Programs

## APPENDIX N



The attached three items have been developed by the Ad Hoc Committee to Study Certification for Nurses and approved by the Board of Directors of the Nevada Nurses Association and are hereby respectfully submitted to the Members of the Nevada Nurses Association for necessary action and acceptance.

# **VOLUNTARY CERTIFICATION FOR CONTINUING COMPETENCE OF LICENSED NURSES IN NEVADA \***

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## **Purpose**

The primary aim of the voluntary certification proposal is to foster high standards of nursing practice, and to promote the professional and educational advancement of licensed nurses to the end that all people may have better nursing care.

## **Philosophy and/or Underlying Assumptions**

We believe that:

1. High standards of nursing practice depend upon continuing competency of the individual practitioner.
2. It is possible to stimulate nurses to seek ways of continuing competency.
3. It is the responsibility of the individual to maintain competency in practice.
4. The certification proposal must include measurable criteria for learning which provides equal opportunity for each nurse to obtain recognition.
5. The professional association has the responsibility to establish criteria and methods for recognizing continuing competency of practitioners.
6. There needs to be continued assessment of the impact on patient care by the certification process.

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\* Portions of these materials have been adapted from Colorado Nurses' Association and Arizona Nurses' Association.



## Objectives

1. To encourage the acquisition of knowledge to counterbalance the rapid obsolescence of practice and skills, and thus be enabled to participate at optimum level in the delivery of health care.
2. To motivate those nurses who have heretofore accepted basic education and continued employment as sufficient for maintenance of skills to seek ways of continuing competency.
3. To recognize those nurses who strive toward higher standards in nursing care and to provide the individual nurse with proof of individual effort to acquire current professional knowledge.
4. Through certification to provide employers of nurses with proof of continuing competency.
5. To utilize four areas in measuring continuing competency:
  - a. Professional Continuing Education Activities
    - 1) Continuing Education
    - 2) Formal Academic Study
  - b. Professional Practice Activities
  - c. Professional Organization Activities
  - d. Civic and/or Community Activities



# IMPLEMENTATION FOR CERTIFICATION

Developed by Sub-Committee

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## A. NNA establish a Commission/Council on Certification

### 1. Five members

- a. To represent geographical areas and areas of practice
- b. Initial appointment to be made by NNA Board of Directors upon recommendation of Committee on Certification:

One member to serve one year

Two members to serve two years

Two members to serve three years

- c. After original appointments, members to be elected for three-year terms. Board of Directors of NNA to refer to By-Laws Committee for necessary changes

## B. Functions of Commission/Council

1. Approval of criteria
2. Recommend changes in criteria to be adopted by NNA Board of Directors and membership
3. Award of certificate of recognition - validate with nurse and employer that the certification has been achieved
4. Set up methods and procedures for certification, taking into account financial support, mechanics and staff requirements

## C. Time Schedule

1. Initial Commission/Council to be appointed at Post Convention Board Meeting, November, 1972
2. Commission to start functioning by January, 1973
3. Spring, 1973 - Commission's recommendations for implementation of certification program to be presented to NNA Board of Directors
4. At 1973 Annual Meeting, Changes in By-Laws introduced to elect replacements
5. January, 1974 - Certification program to be functioning

## D. Future Tasks of Sub-Committee

1. Work out details to give to Commission
2. Assist with report to NNA membership at Annual Meeting
3. Further delineation of criteria - definitions

101 101 101

## Ad Hoc Committee on Certification

### Proposed Criteria for Certification

Certification is a recognition of the individual's effort toward continuing competency through education, service, and assumption of professional responsibilities according to the criteria adopted by the Nevada Nurses Association and does not affect the issuance or renewal of a license for nurses in Nevada.

Certification is voluntary, and is offered to members and non-members of NNA and NLPNA for a fee as determined by the Commission for Certification. The total number of C.E.U. must come from no less than three different categories.

### Criteria

30 continuing education units (C.E.U.) to be earned in a 3-year period.

- |  | <u>C.E.U. per year</u> |
|--|------------------------|
| 1. <u>Work</u>   |                        |
| Full-time as defined by the employing agency   | 5.0                    |
| Half-time - 20 hours a week or more  | 2.5                    |
| Less than half-time  | .5                     |
| 2. Participation in Nurses' Associations and other health related organizations or agencies.   |                        |
| a. Membership per organization per year  | .5                     |
| b. Holding office or active participation on committees of above organizations.  |                        |
| 1) Constituency or Division (District)   | .5                     |
| 2) State   | .5                     |
| 3) National  | .5                     |
| 4) Agency  | .5                     |
| c. Attendance of professional meetings including business and committee meetings. 1 contact hour = 0.1 C.E.U.  |                        |
| 3. Approved voluntary services related to health care and community service. 1 contact hour = 0.1 C.E.U.   |                        |
| 4. Participation in organized continuing education experiences under responsible sponsorship, capable direction and qualified instruction. This will exclude academic credit, credit leading to high school equivalency and those experiences only casually related to any specific upgrading purpose or goal. 1 contact hour = 0.1 C.E.U. |                        |

5. Approved academic achievement relevant to health occupations. Includes semester, quarter and audited hours. 1 contact hour = 0.1 C.E.U.
6. Independent and informal study.
  - a. Presentations related to health at workshops, seminars, conferences, institutes, inservice programs. 1 hour of presentation = 0.2 C.E.U.
  - b. Approved research projects or publications.  
C.E.U. to be determined by Commission for Certification.

## APPENDIX O

## RESOLUTIONS

175

The following resolution was offered:  
By Senator Deukmejian:

### Senate Resolution 218

#### Relative to continuing education

WHEREAS, It is in the best interests of the citizens of California to be served by licensed professionals who have kept abreast of new professional developments in the fields for which they are licensed; and

WHEREAS, At the present time, licensed professionals need only pay a license renewal fee in order to keep their licenses in effect and need not present any evidence of having up-to-date knowledge of new professional developments in their fields; and

WHEREAS, In order to safeguard the health and safety of the public, continuing education is necessary; and

WHEREAS, Professional associations have had extensive experience in the administration of continuing education programs and licensing agencies have not had such experience; now, therefore, be it

*Resolved by the Senate of the State of California,* that the Board of Accountancy, the Board of Architectural Examiners, the Board of Barber Examiners, the Board of Behavioral Science Examiners, the Bureau of Employment Agencies, the Bureau of Furniture and Bedding Inspection, the Bureau of Repair Services, the Board of Chiropractic Examiners, the Contractor's State License Board, the Board of Cosmetology, the Board of Dental Examiners, the Board of Dry Cleaners, the Board of Funeral Directors and Embalmers, the Board of Registration for Geologists, the Board of Landscape Architects, the Board of Medical Examiners (and its related examining committees), the Board of Nursing Education and Nurse Registration, the Board of Nursing Home Administrators, the Board of Optometry, the Board of Osteopathic Examiners, the Board of Pharmacy, the Board of Registration for Professional Engineers, the Certified Shorthand Reporters Board, the Structural Pest Control Board, the Board of Examiners in Veterinary Medicine, the Board of Vocational Nurse and Psychiatric Technician Examiners, the Department of Corporations, the Department of Insurance, the Department of Motor Vehicles, the Department of Public Health, the Department of Real Estate, the State Bar Association are hereby requested to file a preliminary report on continuing education, as soon as practicable, with the Senate Committee on Business and Professions describing the approach or plan it would be prepared to adopt for its licensees; and be it further

*Resolved,* That in developing such a program, each licensing agency is requested to take into full consideration the views and experience of the professional associations on the subject; and be it further

*Resolved,* That each licensing agency is requested to file a final plan with the Senate Committee on Business and Professions no later than June 1, 1972; and be it further

*Resolved,* That the Secretary of the Senate transmit a copy of this resolution to each of the above-named licensing agencies.

Referred to Committee on Rules.